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ABSTRACT

These medium-term plans have been produced to support, but not prescribe, teachers' planning. They exemplify ways in which England's National Literacy Strategy (NLS) Framework objectives (and the Early Learning Goals) can be clustered. The Key Stage 1 and Key Stage 2 medium term plans cluster the NLS text, sentence and word level objectives into units. The Foundation Stage plans cluster the Stepping Stones and Early Learning Goals and NLS objectives into focuses. The Key Stage 2 plans are a revised version of those which appeared as pilot materials on the Literacy Coordinators' CDROM and on the DfES Standards web site in 2002. Changes to text and sentence level are minimal; the allocation of word level objectives to the units is substantially different. Speaking and listening emphases have been added. The Key Stage 1 plans are unchanged from the original version on the Standards web site except for the addition of speaking and listening emphases. The Foundation Stage planning has not previously appeared elsewhere, and provides examples of ways in which practitioners can plan for communication, language and literacy in their setting. (RS)

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The National
Literacy *Strategy*

An example of National Literacy Strategy medium-term planning

Teachers and Headteachers in Foundation Stage and Key Stages 1 and 2

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An example of National Literacy Strategy medium-term planning

These medium-term plans have been produced to support, but not prescribe, teachers' planning. They exemplify ways in which the National Literacy Strategy (NLS) *Framework* objectives (and the Early Learning Goals) can be clustered.

The Key Stage 1 and Key Stage 2 medium term plans cluster the NLS text, sentence and word level objectives into units. The Foundation Stage plans cluster the Stepping Stones and Early Learning Goals (*Curriculum Guidance for the Foundation Stage*) and NLS objectives into focuses.

The Key Stage 2 plans are a revised version of those which appeared as pilot materials on the Literacy Coordinators' CDROM and on the DfES Standards web site in 2002 (www.standards.dfes.gov.uk/literacy). Changes to text and sentence level are minimal; the allocation of word level objectives to the units is substantially different. Speaking and listening emphases have been added. The Key Stage 1 plans are unchanged from the original version on the Standards web site except for the addition of speaking and listening emphases. The Foundation Stage planning has not previously appeared elsewhere, and provides examples of ways in which practitioners can plan for communication, language and literacy in their setting.

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Foundation Stage planning

There are example plans for the earlier Foundation Stage and one for each term in the later Foundation Stage. Each plan comprises a number of focuses for work around the Stepping Stones and Early Learning Goals from Curriculum Guidance for the Foundation Stage (QCA). The later Foundation Stage also includes Reception year objectives from the NLS *Framework for teaching* (DfES).

Curriculum Guidance for the Foundation Stage (QCA, pages 44–47) is the core reference document for the Foundation Stage. It contains clear guidance for learning and teaching in communication, language and literacy. Opportunities for children to see reading, writing, talking and listening modelled by adults and children are fundamental to the development of these abilities. Each focus includes a balance between child- and adult-initiated activities (individually and in various sizes of group) and frequent opportunities for the children to reinforce and apply their learning.

Earlier Foundation Stage

1. There are ten focuses in the example plan for the earlier Foundation Stage. It is expected that they will extend over a period of time, possibly two weeks, and that some of them will be repeated within a different context. The length of time spent on each focus, and the order in which they are planned, should be decided by practitioners to meet the needs of the children in their setting.
2. The learning objectives for the focuses are taken from the Stepping Stones for Communication, Language and Literacy.
3. Some focuses highlight experience of books, e.g. 'Reading together' and 'Rhyme time', while others focus on writing, e.g. 'Print culture' and 'All about me'. In two of the focuses, 'Talk for thinking' and 'Objects and materials to stimulate interest', there is an emphasis on talking to sequence ideas and construct sentences as a preparation for writing. A range of activities and links to other areas of learning are suggested for each focus and these can easily be adapted to other contexts, e.g. 'Talking to a visitor' could be adapted to a visit by a fire-fighter or someone's grandfather.
4. Language for communication and thinking is integrated into all of the focuses. However, the focuses do not provide full coverage of language for communication and thinking as some elements would be more appropriately integrated into other areas of learning.
5. Distinguishing the sounds (phonemes) within speech is the necessary precursor to later reading and spelling. The ability to distinguish sounds can be developed systematically through rhyming games, music and other activities. Suggestions for activities can be found in Progression in phonics, pages 12 and 13.

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Step 1. Developing sound discrimination lies outside the ten suggested focuses in this plan because there is a clear progression and activities to promote these skills should take place each day. For example:

• Distinguishing between sounds in the environment which are dissimilar, e.g. bell and car engine. • Distinguishing between sounds in the environment which are alike, e.g. castanet and woodblock. • Distinguishing between single dissimilar speech sounds (phonemes), e.g. /a/ and /m/. • Distinguishing between single similar speech sounds (phonemes), e.g. /a/ and /e/. • Singing and chanting rhymes. • Identifying the word which does not rhyme with the other words in a list. • Chanting alliterative 'jingles'.	Step 1 *Progression in phonics*, pages 12 and 13
• Isolating the sound (phoneme) at the beginning of a word, e.g. /c/ in 'cabbage'. • Continuing a rhyming string. • Beginning to relate sounds to letters.	Step 2 *Progression in phonics*, pages 14 and 15

6. The development of fine motor skills is necessary to handwriting. The overall movements for the shapes of letters can be learned through gross motor patterns. Both fine and gross motor skills can be developed through games and purposeful activities within the Foundation Stage curriculum. Suggestions for such activities can be found in *Developing early writing*, pages 156-164.

Later Foundation Stage

1. Plans for the later Foundation Stage align the Stepping Stones and Early Learning Goals with the Reception year NLS objectives. There is a plan for each term autumn, spring and summer and five focuses per term, with suggestions for texts and outcomes.
2. The outcomes are intended as suggestions for an 'end product' that the children are motivated to complete, e.g. a piece of writing, discussion, presentation. These are distinct from, but related to, 'learning outcomes' which are linked to the teaching objectives and curriculum targets.
3. There is progression through the year from the autumn through to the following summer.

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4. The focuses in the three terms show a progression from 'awareness of print' to an understanding of how 'print carries meaning' and then into an ability to 'make meaning through print' in both reading and writing. All the NLS objectives are included and repeated. Text level objectives 1, 11 and 12 include subdivisions. These have been numbered for ease of reference. Writing objectives exemplified in *Developing early writing* are incorporated into the units in these plans.
   - Term 1: Selected objectives focus on providing a range of opportunities for children to develop their awareness of the wide variety and forms of print around them and an understanding that print remains constant. There is a predominance of single words and phrases – signs, names, labels, etc., basic reading and writing directional skills and exploratory writing.
   - Term 2: Selected objectives provide opportunities through texts to develop an understanding that print carries meaning. They focus upon retelling and reading stories, understanding the difference between oracy and print and developing early letter formation.
   - Term 3: Selected objectives develop children's reading strategies and provide them with opportunities to recognise elements of stories which they can use in their own writing.
5. Within each term, the focuses can be taught in any order and there is no recommended time allocation for the units, although it is expected that they will extend for longer than a week.
6. Phonics and handwriting: during the later part of the Foundation Stage, children build on their ability to distinguish speech sounds, by discriminating phonemes at various positions within words and learning the letters that represent them so they can spell the words. They also learn how to blend phonemes together to read words. These skills and knowledge can be developed systematically through games and other activities as suggested in *Progression in phonics*, pages 14 and 15 and *Developing early writing*, pages 156-164. As in the earlier Foundation Stage, phonics and handwriting need to be taught systematically and therefore lie outside the five suggested focuses for each term in these plans.

Key

PiP: *Progression in phonics* (DfES 0126/2001)

DEW: *Developing early writing* (DfES 0055/2001)

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Key Stages 1 and 2 planning

1. An effective medium-term plan:
   - assembles the text, sentence and word level objectives into coherent (mostly two-week) units;
   - recognises that some sentence and word level objectives will be taught discretely and others will be integrated into the theme of the unit;
   - includes all objectives from the NLS Framework, repeating some as appropriate;
   - indicates texts to be studied and pupil outcomes for each unit of work;
   - indicates related speaking and listening emphases;
   - orders the units in the term's timetable to make explicit links to related work in other curriculum areas;
   - assumes the teacher will be reading a novel (or other texts) to the class on a regular basis outside the literacy hour throughout the term.

2. These units were assembled as follows:
   - The related reading and writing text level objectives were clustered into themes - generally on the basis of text-type into approximately six/seven blocked units per term, of an average length of two weeks.
   - The range of texts was added and suitable outcomes decided as suggested by the objectives. These outcomes are intended as suggestions for the tangible 'end product' of the unit that the children are motivated to complete, e.g. a piece of writing, a discussion, presentation, debate, reading journal entry. These are related to, but distinct from 'learning outcomes' which are linked to the teaching objectives and also to specific curriculum targets for the class, group or individual.
   - Those sentence and word level objectives that directly and specifically supported the text level objectives in each unit were added and then further sentence level objectives were allocated to provide balanced coverage. Teachers may wish to relocate some of the word and sentence level objectives once they have decided the running order of the units and chosen texts.
   - The word level objectives were allocated so that, depending on the key stage, all aspects of word level (e.g. phonics, spelling, vocabulary, handwriting) were addressed in most units, and all aspects of spelling (rules/conventions, strategies, practice and proofreading) were covered in every unit.

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In Key Stage 1, the 'phonological awareness, phonics and spelling' objectives have been replaced by *Progression in phonics* steps. The remaining word level objectives have been grouped as follows:

i) word recognition, graphic knowledge and spelling;

ii) vocabulary extension;

iii) handwriting.

In Key Stage 2, word level objectives are grouped as follows:

i) spelling conventions and rules;

ii) spelling strategies;

iii) vocabulary extension;

iv) handwriting.

- A limited number of speaking and listening emphases, drawn from the reading and writing text level objectives, were constructed so that there was progression and coverage through the years.

3. In these medium-term plans the units are generally set out in the order in which the main text level objectives are listed in the NLS *Framework*. The units are not placed in a recommended running order, although in Key Stage 1, where there are two parts (e.g. Narrative 1 and 2), part 2 should not precede part 1. Each teacher will therefore need to decide the order on the basis of a number of considerations. These might include the following:
   - Cross-curricular links: any unit may be placed to coincide with teaching in another subject to be used as a stimulus for writing. Non-fiction units may be placed so that the text-type is taught before being applied in another subject or so that the content from the other subject is the basis of the writing in the English lesson.
   - Reading a class novel could begin during a poetry or non-fiction unit, so that the novel is well underway before using it in a narrative unit; on the other hand, there may be reasons for starting to read the novel to coincide with the beginning of a narrative unit, e.g. if the objective is on 'openings'.
   - Building up learning, for instance a poetry unit in which figurative language is covered may be followed by a narrative unit where this knowledge could be used.

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Key

PiP: *Progression in phonics* (DfES 0126/2001)

DEW: *Developing early writing* (DfES 0055/2001)

SB: *Spelling bank* (KS2) (DfES 0086/2001)

GfW: *Grammar for writing* (DfES 0107/2000)

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Earlier Foundation Stage

Focus	Sounds and handwriting	Stepping Stones	Possible resources/activities	Possible links with other areas of learning
Storytelling [reading and talk] e.g. Tell me a story	**Sounds** **Stepping Stones** Linking sounds and letters (yellow, blue, green) p.60-61 *Progression in phonics* Step 1 General sound discrimination Speech sound discrimination Rhythm and rhyme Alliteration Step 2 Rhyming string Hear and say initial phonemes **Handwriting** **Stepping Stones** (yellow, blue, green) p.66-67 *Developing early writing* p.156-164	Language for communication p.50-53 (yellow, blue, green) Language for thinking p.58-59 (blue, green) Reading p.62-63 (yellow, blue)	Retell and create using: • story boxes • props and puppets • sequencing cards and pictures • role-play/home corner (dressing-up) • circle stories, storyteller's chair • masks and story maps	Creative development, e.g. *use their imagination in role play and stories, empathising with characters*
Book: narrative [reading, responding and awareness of print] e.g. Reading together		Language for communication p.50-53 (yellow, blue, green) Language for thinking p.58-59 (green) Reading p.62-63 (yellow, blue, green)	• Big books and multiple copies • Taped stories • Hot seating and freeze framing • Key questions related to text • Pointy sticks	Personal, social and emotional development – according to content of story
Rhyme [reading, talking and joining in] e.g. Rhyme time		Language for communication p.50-51 (yellow) Language for communication p.52-53 (blue, green) Reading p.62-63 (yellow, blue, green)	• Poetry posters and rhyme cards • Musical instruments/voice • Movement sequences/drama • Text marking • Matching words of interest	Creative development, e.g. *make simple musical instruments and use to accompany rhymes*
Print culture [reading and writing] e.g. Words, words, words, Words around us		Language for communication p.52-53 (yellow, blue, green) Reading p.62-63 (yellow, blue, green) Writing p.64-65 (yellow, blue, green)	• Environmental print (labels and signs) • Familiar print (lunchboxes, birthday badges, logos, greeting cards) • Comics	Knowledge and understanding of the world, e.g. *when taken on a print safari they are observant about their environment, they talk about what they see*
Objects and materials to stimulate interest [talk] e.g. Look what I've got!		Language for communication p.48-49, p.52-53, p.53-54, p.54-55 (yellow, blue, green)	• Topic related artefacts and objects, e.g. toy collections, photos, interest table • Show and tell • Activities and games to extend vocabulary ('Guess my object') • Barrier games • Describing, explaining, questioning and problem-solving	Knowledge and understanding of the world, e.g. *use their senses to explore and investigate objects – begin to recognise/talk about similarities and differences*

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Focus	Sounds and handwriting	Stepping Stones	Possible resources/activities	Possible links with other areas of learning
'All about me' [writing]	**Sounds** **Stepping Stones** Linking sounds and letters (yellow, blue, green) p.60-61 *Progression in phonics* Step 1 General sound discrimination Speech sound discrimination Rhythm and rhyme Alliteration Step 2 Rhyming string Hear and say initial phonemes **Handwriting** **Stepping Stones** (yellow, blue, green) p.66-67 *Developing early writing* p.156-164	Language for communication p.52-53, p54-55 (yellow, blue, green) Reading p.62-63 (yellow, blue, green) Writing p.64-65 (yellow, blue, green)	• Photographs/portraits (to label) • Zigzag books • 'Passports' • Personal timelines	Personal, social and emotional development, e.g. *they talk about the people and pets in their home, draw pictures; talk about their baby/toddler photographs*
Outdoor space [handwriting] e.g. Inside/Outside		Language for communication p.52-53 (yellow, blue, green) Handwriting p.66-67 (yellow, blue, green)	• Mark making on the ground/walls (water, mud, chalks) finger painting • Salt, sand, foam and grain trays • Bead threading, construction • Stick twirling and ball games (see *Developing early writing*)	Physical development, e.g. *have opportunities to develop gross and fine motor control*
Visit/Visitors [reading and writing] e.g. Shop safari, Let's go to the library		Language for communication p.52-55 (yellow, blue, green) Language for thinking p.56-59 (yellow, blue, green) Reading p.62-63 (yellow, blue, green) Writing p.64-65 (yellow, blue, green)	• Posters, invitations, letters to parents/carers • Photographs to talk about, sequence and write captions • Maps, postcards, books	Knowledge and understanding of the world, e.g. *talk readily about features in their immediate locality*
Seasonal/cultural interest [reading: non-fiction] e.g. Here and now		Language for communication p.48-49, p.50-51, p.52-53, p.54-55 (yellow, blue, green) Language for thinking p.56-59 (yellow, blue, green) Reading p.62-63 (yellow, blue, green)	• 3D collections/tables of interest/displays with accompanying information books, labels, questions, cards, packets, adverts • Writing cards, making labels • Big information books/sets • Instructions and captions • CDROMs • Web sites	Mathematical development Knowledge and understanding of the world Creative development
Talk for thinking e.g. Doing and making		Language for communication p.52-55 (yellow, blue, green) Language for thinking p.56-59 (yellow, blue, green)	• Malleable play (dough, clay, etc.) • Sand and water trays • Design and make (construction kits, toys, junk modelling) • Cooking • Colour mixing • Describing, explaining, questioning and problem-solving	Physical development, e.g. *handle tools, objects, construction and malleable materials safely and with increasing control* Knowledge and understanding of the world, e.g. *build and construct with a wide range of objects, selecting appropriate resources and adapting their work where necessary*

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Earlier Foundation Stage

Storytelling [reading and talk] e.g. Tell me a story	**Possible resources/activities** Retell and create using: • story boxes • props and puppets • sequencing cards and pictures • role-play/home corner (dressing-up) • masks and story maps • circle stories • storyteller's chair	**Possible links with other areas of learning** Creative development • e.g. *use their imagination in role play and stories empathising with characters*

Sounds and handwriting		**Language for communication, thinking and reading**
Sounds **Stepping Stones** **Linking sounds and letters p.60-61** Yellow: • Enjoy rhyming and rhythmic activities • Distinguish one sound from another **Blue:** • Show awareness of rhyme and alliteration • Recognise rhyme in spoken words **Green:** • Continue a rhyming string • Hear and say the initial sound in words and know which letters represent some of the sounds	***Progression in phonics*** **Step 1** General sound discrimination, Speech sound discrimination, Rhythm and rhyme, Alliteration **Step 2 Learning objectives** Rhyming string, Hear and say initial phonemes	**Stepping Stones** **Language for communication p.50-51** Yellow: • Listen to favourite nursery rhymes, stories and songs. Join in with repeated refrains, anticipating key events and important phrases • Respond to simple instructions • Listen to others in one-to-one/small groups when conversation interests them **Blue:** • Listen to stories with increasing attention and recall • Describe main story settings, events and principal characters • Question why things happen, and give explanations **Green:** • Initiate a conversation, negotiate positions, pay attention to and take account of others' views **Language for communication p.52-53** Yellow: • Use familiar words, often in isolation, to identify what they do and do not want • Use vocabulary focused on objects and people who are of particular importance to them **Blue:** • Build up vocabulary that reflects the breadth of their experiences • Begin to experiment with language describing possession **Green:** • Extend vocabulary, especially by grouping and naming • Use vocabulary and forms of speech that are increasingly influenced by experience of books **Language for thinking p.56-59** **Blue:** • Use talk, actions and objects to recall and relive past experiences **Green:** • Begin to use talk to pretend imaginary situations **Reading p.62-63** Yellow: • Listen to and join in with stories and poems, one-to-one and also in small groups • Begin to be aware of the way stories are structured **Blue:** • Suggest how the story might end
Handwriting **Stepping Stones p. 66-67** Yellow: • Engage in activities requiring hand-eye coordination • Use one-handed tools and equipment **Blue:** • Draw lines and circles using gross motor movement • Manipulate objects with increasing control **Green:** • Begin to use anticlockwise movement and retrace vertical lines • Begin to form recognisable letters	***Developing early writing* p.156-164**	

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Book: narrative [reading, responding and awareness of print] e.g. Reading together	**Possible resources/activities** • Big book and multiple copies • Taped stories • Hot seating and freeze framing • Key questions related to text • Pointy sticks	**Possible links with other areas of learning** Personal, social and emotional development - according to content of story

Sounds and handwriting		**Language for communication, thinking and reading**
Sounds **Stepping Stones** **Linking sounds and letters p.60-61** Yellow: • Enjoy rhyming and rhythmic activities • Distinguish one sound from another Blue: • Show awareness of rhyme and alliteration • Recognise rhyme in spoken words Green: • Continue a rhyming string • Hear and say the initial sound in words and know which letters represent some of the sounds	***Progression in phonics*** **Step 1** General sound discrimination, Speech sound discrimination, Rhythm and rhyme, Alliteration **Step 2 Learning objectives** Rhyming string, Hear and say initial phonemes	**Stepping Stones** **Language for communication p.50-51** Yellow: • Listen to favourite nursery rhymes, stories and songs. Join in with repeated refrains, anticipating key events and important phrases • Respond to simple instructions • Listen to others in one-to-one/small groups when conversation interests them Blue: • Listen to stories with increasing attention and recall • Describe main story settings, events and principal characters • Question why things happen, and give explanations Green: • Initiate a conversation, negotiate positions, pay attention to and take account of others' views • Use familiar words, often in isolation, to identify what they do and do not want • Use vocabulary focused on objects and people who are of particular importance to them **Language for communication p.52-53** Blue: • Build up vocabulary that reflects the breadth of their experiences • Begin to experiment with language describing possession • Extend vocabulary, especially by grouping and naming Green: • Use vocabulary and forms of speech that are increasingly influenced by experience of books • Extend their vocabulary, exploring the meanings and sounds of new words **Language for thinking p.58-59** Green: • Begin to use talk instead of action to rehearse, reorder and reflect on past experience, linking significant events from own experience and from stories, paying attention to sequence and how events lead into one another **Reading p.62-63** Yellow: • Listen to and join in with stories and poems, one-to-one and also in small groups • Show interest in illustrations and print in books and print in the environment • Begin to be aware of the way stories are structured Blue: • Have favourite books • Handle books carefully • Suggest how the story might end • Know information can be relayed in the form of print • Hold books the correct way up and turn pages • Understand the concept of a word Green: • Enjoy an increasing range of books or • Begin to recognise some familiar words
Handwriting **Stepping Stones p. 66-67** Yellow: • Engage in activities requiring hand-eye coordination • Use one-handed tools and equipment Blue: • Draw lines and circles using gross motor movement • Manipulate objects with increasing control Green: • Begin to use anticlockwise movement and retrace vertical lines • Begin to form recognisable letters	***Developing early writing* p.156-164**	

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Rhyme [reading, talking and joining in] e.g. Rhyme time	**Possible resources/activities** • Poetry posters and rhyme cards • Musical instruments/voice • Movement sequences/drama • Text marking • Matching words of interest	**Possible links with other areas of learning** Creative development • e.g. *make simple musical instruments and use to accompany rhymes*

Sounds and handwriting		**Language for communication, thinking and reading**
Sounds **Stepping Stones** **Linking sounds and letters p.60-61** Yellow: • Enjoy rhyming and rhythmic activities • Distinguish one sound from another Blue: • Show awareness of rhyme and alliteration • Recognise rhyme in spoken words Green: • Continue a rhyming string • Hear and say the initial sound in words and know which letters represent some of the sounds	***Progression in phonics*** **Step 1** General sound discrimination, Speech sound discrimination, Rhythm and rhyme, Alliteration **Step 2 Learning objectives** Rhyming string, Hear and say initial phonemes	**Stepping Stones** **Language for communication p.50-51** Yellow: • Listen to favourite nursery rhymes, stories and songs. Join in with repeated refrains, anticipating key events and important phrases **Language for communication p.52-53** Yellow: • Use familiar words, often in isolation, to identify what they do and do not want • Use vocabulary focused on objects and people who are of particular importance to them Blue: • Build up vocabulary that reflects the breadth of their experiences • Begin to experiment with language describing possession Green: • Extend their vocabulary, especially by grouping and naming • Use vocabulary and forms of speech that are increasingly influenced by experience of books **Reading p.62-63** Yellow: • Listen to and join in with stories and poems, one-to-one and also in small groups • Show interest in illustrations and print in books and print in the environment • Begin to be aware of the way stories are structured Blue: • Have favourite books • Handle books carefully • Hold books the correct way up and turn pages • Understand the concept of a word Green: • Begin to recognise some familiar words
Handwriting **Stepping Stones p. 66-67** Yellow: • Engage in activities requiring hand-eye coordination • Use one-handed tools and equipment Blue: • Draw lines and circles using gross motor movement • Manipulate objects with increasing control Green: • Begin to use anticlockwise movement and retrace vertical lines • Begin to form recognisable letters	***Developing early writing* p.156-164**	

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Print culture [reading and writing] e.g. Words, words, words, Words all around us	**Possible resources/activities** • Environmental print (labels and signs) • Familiar print (lunchboxes, birthday badges, logos, greeting cards) • Comics	**Possible links with other areas of learning** Knowledge and understanding of the world • e.g. *when taken on a print safari, they are observant about their environment, they talk about what they see*

Sounds and handwriting		**Language for communication, thinking and reading**
Sounds **Stepping Stones** **Linking sounds and letters p.60-61** Yellow: • Enjoy rhyming and rhythmic activities • Distinguish one sound from another Blue: • Show awareness of rhyme and alliteration • Recognise rhyme in spoken words Green: • Continue a rhyming string • Hear and say the initial sound in words and know which letters represent some of the sounds	***Progression in phonics*** **Step 1** General sound discrimination, Speech sound discrimination, Rhythm and rhyme, Alliteration **Step 2 Learning objectives** Rhyming string, Hear and say initial phonemes	**Stepping Stones** **Language for communication p.52-53** Yellow: • Use familiar words, often in isolation, to identify what they do and do not want • Use vocabulary focused on objects and people who are of particular importance to them Blue: • Build up vocabulary that reflects the breadth of their experiences • Begin to experiment with language describing possession Green: • Extend their vocabulary, especially by grouping and naming • Use vocabulary and forms of speech that are increasingly influenced by experience of books **Reading p.62-63** Yellow: • Listen to and join in with stories and poems, one-to-one and also in small groups • Show interest in illustrations and print in books and print in the environment • Begin to be aware of the way stories are structured Blue: • Have favourite books • Handle books carefully • Suggest how the story might end • Know information can be relayed in the form of print • Hold books the correct way up and turn pages • Understand the concept of a word Green: • Enjoy an increasing range of books • Begin to recognise some familiar words • Know that information can be retrieved from books and computers **Writing p.64-65** Yellow: • Draw and paint, sometimes giving meanings to marks Blue: • Ascribe meanings to marks Green: • Begin to break the flow of speech into words • Use writing as a means of recording and communicating
Handwriting **Stepping Stones p. 66-67** Yellow: • Engage in activities requiring hand-eye coordination • Use one-handed tools and equipment Blue: • Draw lines and circles using gross motor movements • Manipulate objects with increasing control Green: • Begin to use anti-clockwise movement and retrace vertical lines • Begin to form recognisable letters	***Developing early writing* p.156-164**	

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Objects and materials to stimulate interest

[talk]
e.g. Look what I've got!

Possible resources/activities

- Topic related artefacts and objects, e.g. toy collections, photos, interest table
- Show and tell
- Activities to develop vocabulary ('Guess my object')
- Barrier games
- Describing, explaining, questioning, and problem-solving
- Practitioner demonstrating writing, and scribing for the children

Possible links with other areas of learning

Knowledge and understanding of the world

- e.g. *use their senses to explore and investigate objects – begin to recognise/talk about similarities and differences*

Sounds and handwriting

Sounds

Stepping Stones

Linking sounds and letters p.60-61

Yellow:
- Enjoy rhyming and rhythmic activities
- Distinguish one sound from another

Blue:
- Show awareness of rhyme and alliteration
- Recognise rhyme in spoken words

Green:
- Continue a rhyming string
- Hear and say the initial sound in words and know which letters represent some of the sounds

Progression in phonics

Step 1 General sound discrimination, Speech sound discrimination, Rhythm and rhyme, Alliteration

Step 2 Learning objectives

Rhyming string, Hear and say initial phonemes

Handwriting

Stepping Stones p. 66-67

Yellow:
- Engage in activities requiring hand-eye coordination
- Use one-handed tools and equipment

Blue:
- Draw lines and circles using gross motor movement
- Manipulate objects with increasing control

Green:
- Begin to use anticlockwise movement and retrace vertical lines
- Begin to form recognisable letters

Developing early writing p.156-164

Language for communication, thinking and reading

Stepping Stones

Language for communication p.48-49

Yellow:
- Use their senses to explore and investigate objects – begin to recognise/talk about similarities and differences

Blue:
- Use simple statements and questions often linked to gestures
- Use intonation, rhythm and phrasing to make their meaning clear to others

Green:
- Have emerging self-confidence to speak to others about wants and interests
- Use simple grammatical structures
- Ask simple questions, often in the form of 'where' or 'what'
- Talk alongside others, rather than with them. Use talk to gain attention and initiate exchanges. Use action rather than talk to demonstrate or explain to others
- Initiate conversation, attend to and take account of what others say, and use talk to resolve disagreements

Language for communication p.52-53

Yellow:
- Use familiar words, often in isolation, to identify what they do and do not want
- Use vocabulary focused on objects and people who are of particular importance to them

Blue:
- Build up vocabulary that reflects the breadth of their experiences
- Begin to experiment with language describing possession

Green:
- Extend vocabulary, especially by grouping and naming
- Use vocabulary and forms of speech that are increasingly influenced by experience of books

Language for communication p.54-55

Yellow:
- Use isolated words and phrases and/or gestures to communicate with those well known to them

Blue:
- Begin to use more complex sentences
- Use a widening range of words to express or elaborate ideas

Green:
- Link statements and stick to a main theme or intention
- Consistently develop a simple story, explanation or line of questioning
- Use language for an increasing range of purposes
- Confidently talk to people other than those who are well known to them

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'All about me' [writing]	**Possible resources/activities** • Photographs/portraits (to label) • Zig zag books • 'Passports' • Personal timelines	**Possible links with other areas of learning** Personal, social and emotional development • *e.g. they talk about the people and pets in their home, draw pictures, talk about their baby/toddler photographs*

Sounds and handwriting	**Language for communication, thinking and reading**
Sounds **Stepping Stones** **Linking sounds and letters p.60-61** Yellow: • Enjoy rhyming and rhythmic activities • Distinguish one sound from another **Blue:** • Show awareness of rhyme and alliteration • Recognise rhyme in spoken words **Green:** • Continue a rhyming string • Hear and say the initial sound in words and know which letters represent some of the sounds ***Progression in phonics*** **Step 1** General sound discrimination, Speech sound discrimination, Rhythm and rhyme, Alliteration **Step 2 Learning objectives** Rhyming string, Hear and say initial phonemes **Handwriting** **Stepping Stones p. 66-67** Yellow: • Engage in activities requiring hand-eye coordination • Use one-handed tools and equipment **Blue:** • Draw lines and circles using gross motor movement • Manipulate objects with increasing control **Green:** • Begin to use anticlockwise movement and retrace vertical lines • Begin to form recognisable letters ***Developing early writing* p.156-164**	**Stepping Stones** **Language for communication p.52-53** Yellow: • Use familiar words, often in isolation, to identify what they do and do not want • Use vocabulary focused on objects and people who are of particular importance to them **Blue:** • Build up vocabulary that reflects the breadth of their experiences • Begin to experiment with language describing possession **Green:** • Extend vocabulary, especially by grouping and naming • Use vocabulary and forms of speech that are increasingly influenced by experience of books **Language for communication p.54-55** Yellow: • Use isolated words and phrases and/or gestures to communicate with those well known to them **Blue:** • Begin to use more complex sentences • Use a widening range of words to express or elaborate ideas **Green:** • Link statements and stick to a main theme or intention • Consistently develop a simple story, explanation or line of questioning • Use language for an increasing range of purposes • Confidently talk to people other than those who are well known to them **Reading p.62-63** Yellow: • Show interest in illustrations and print in books and print in the environment. **Blue:** • Handle books carefully • Know information can be relayed in the form of print • Understand the concept of a word **Green:** • Know that information can be retrieved from books and computers **Writing p.64-65** Yellow: • Draw and paint, sometimes giving meanings to marks **Blue:** • Ascribe meanings to marks **Green:** • Begin to break the flow of speech into words • Use writing as a means of recording and communicating

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Outdoor space [handwriting] e.g. Inside/Outside	**Possible resources/activities** • Mark making on the ground/walls (water, mud, chalks) finger painting • Salt, sand, foam and grain trays • Bead threading, construction • Stick twirling and ball games (see *Developing early writing*)	**Possible links with other areas of learning** Physical development • e.g. *have opportunities to develop gross and fine motor control*

Sounds and handwriting		**Language for communication, thinking and reading**
Sounds **Stepping Stones** **Linking sounds and letters p.60-61** Yellow: • Enjoy rhyming and rhythmic activities • Distinguish one sound from another **Blue:** • Show awareness of rhyme and alliteration • Recognise rhyme in spoken words **Green:** • Continue a rhyming string • Hear and say the initial sound in words and know which letters represent some of the sounds	***Progression in phonics*** **Step 1** General sound discrimination, Speech sound discrimination, Rhythm and rhyme, Alliteration **Step 2 Learning objectives** Rhyming string, Hear and say initial phonemes	**Stepping Stones** **Language for communication p.52-53** Yellow: • Use familiar words, often in isolation, to identify what they do and do not want • Use vocabulary focused on objects and people who are of particular importance to them **Blue:** • Build up vocabulary that reflects the breadth of their experiences • Begin to experiment with language describing possession **Green:** • Extend vocabulary, especially by grouping and naming • Use vocabulary and forms of speech that are increasingly influenced by experience of books
Handwriting **Stepping Stones p. 66-67** Yellow: • Engage in activities requiring hand-eye coordination • Use one-handed tools and equipment **Blue:** • Draw lines and circles using gross motor movement • Manipulate objects with increasing control **Green:** • Begin to use anticlockwise movement and retrace vertical lines • Begin to form recognisable letters	***Developing early writing*** **p.156-164**	**Handwriting p.66-67** Yellow: • Engage in activities requiring hand-eye coordination • Use one-handed tools and equipment **Blue:** • Draw lines on circles using gross motor movement • Manipulate objects with increasing control **Green:** • Begin to use anticlockwise movement and retrace vertical lines • Begin to form recognisable letters

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Visit/Visitors

[reading and writing]
e.g. Shop safari, Let's go to the library

Possible resources/activities

- Posters, invitations, letters to parents/carers
- Photographs to talk about, sequence and write captions
- Maps, postcards, books

Possible links with other areas of learning

Knowledge and understanding of the world

- e.g. *talk readily about features in their immediate locality*

Sounds and handwriting

Sounds

Stepping Stones
Linking sounds and letters p.60-61

Yellow:
- Enjoy rhyming and rhythmic activities
- Distinguish one sound from another

Blue:
- Show awareness of rhyme and alliteration
- Recognise rhyme in spoken words

Green:
- Continue a rhyming string
- Hear and say the initial sound in words and know which letters represent some of the sounds

Progression in phonics
Step 1 General sound discrimination, Speech sound discrimination, Rhythm and rhyme, Alliteration
Step 2 Learning objectives
Rhyming string, Hear and say initial phonemes

Handwriting

Stepping Stones p. 66-67

Yellow:
- Engage in activities requiring hand-eye coordination
- Use one-handed tools and equipment

Blue:
- Draw lines and circles using gross motor movement
- Manipulate objects with increasing control

Green:
- Begin to use anticlockwise movement and retrace vertical lines
- Begin to form recognisable letters

***Developing early writing* p.156-164**

Language for communication, thinking and reading

Stepping Stones
Language for communication p.52-53

Yellow:
- Use familiar words, often in isolation, to identify what they do and do not want
- Use vocabulary focused on objects and people who are of particular importance to them

Blue:
- Build up vocabulary that reflects the breadth of their experiences
- Begin to experiment with language describing possession

Green:
- Extend vocabulary, especially by grouping and naming
- Use vocabulary and forms of speech that are increasingly influenced by experience of books

Language for thinking p.56-59

Yellow:
- Use action, sometimes with limited talk, that is largely concerned with the here and now

Blue:
- Use talk to comment on ideas, explain what is happening and anticipate what might happen next
- Use talk, actions and objects to recall and relive past experiences

Green:
- Begin to use talk instead of action to rehearse, re-order, reflect on past experience, linking significant events from own experience and from stories, paying attention to sequence and how events lead into one another

Reading p.62-63

Yellow:
- Listen to and join in with stories and poems, one-to-one and also in small groups
- Show interest in illustrations and print in books and print in the environment
- Begin to be aware of the way stories are structured

Blue:
- Have favourite books
- Handle books carefully
- Suggest how the story might end
- Know information can be relayed in the form of print
- Hold books the correct way up and turn pages
- Understand the concept of a word

Green:
- Enjoy an increasing range of books
- Begin to recognise some familiar words
- Know that information can be retrieved from books and computers

Writing p.64-65

Yellow:
- Draw and paint, sometimes giving meanings to marks

Blue:
- Ascribe meanings to marks

Green:
- Begin to break the flow of speech into words
- Use writing as a means of recording and communicating

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Seasonal/cultural interest [reading: non-fiction] e.g. Here and now	**Possible resources/activities** • 3D collections/tables of interest/ displays with accompanying information books, labels, questions, cards, packets, adverts • Writing cards, making labels • Big information books/sets • Instructions and captions • CDROMs/web sites	**Possible links with other areas of learning** Mathematical development Knowledge and understanding of the world Creative development

Sounds and handwriting		**Language for communication, thinking and reading**
Sounds **Stepping Stones** **Linking sounds and letters p.60-61** Yellow: • Enjoy rhyming and rhythmic activities • Distinguish one sound from another Blue: • Show awareness of rhyme and alliteration • Recognise rhyme in spoken words Green: • Continue a rhyming string • Hear and say the initial sound in words and know which letters represent some of the sounds	***Progression in phonics*** **Step 1** General sound discrimination, Speech sound discrimination, Rhythm and rhyme, Alliteration **Step 2 Learning objectives** Rhyming string, Hear and say initial phonemes	**Stepping Stones** **Language for communication p.48-49** Green: • Ask simple questions, often in the form of 'what' or 'where' **Language for communication p.50-51** Blue: • Question why things happen, and give explanations **Language for communication p.52-53** Yellow: • Use familiar words, often in isolation, to identify what they do and do not want • Use vocabulary focused on objects and people who are of particular importance to them Blue: • Build up vocabulary that reflects the breadth of their experiences • Begin to experiment with language describing possession Green: • Extend vocabulary, especially by grouping and naming • Use vocabulary and forms of speech that are increasingly influenced by experience of books **Language for communication p.54-55** Blue: • Use a widening range of words to express or elaborate ideas **Language for thinking p.52-53** Yellow: • Use action, sometimes with limited talk, that is largely concerned with the here and now Blue: • Begin to make patterns in their experience through linking cause and effect, sequencing, ordering and grouping Green: • Use talk to connect ideas, explain what is happening and anticipate what might happen next • Use talk actions and objects to recall and relive past experiences **Reading p.62-63** Yellow: • Listen to and join in with stories and poems, one-to-one and also in small groups • Show interest in illustrations and print in books and print in the environment • Begin to be aware of the way stories are structured Blue: • Have favourite books • Handle books carefully • Suggest how the story might end • Know information can be related in the form of print • Hold books the correct way up and turn pages • Understand the concept of a word Green: • Enjoy an increasing range of books • Begin to recognise some familiar words • Know that information can be retrieved from books and computers
Handwriting **Stepping Stones p. 66-67** Yellow: • Engage in activities requiring hand-eye coordination • Use one-handed tools and equipment Blue: • Draw lines and circles using gross motor movement • Manipulate objects with increasing control Green: • Begin to use anticlockwise movement and retrace vertical lines • Begin to form recognisable letters	***Developing early writing*** **p.156-164**	

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Talk for thinking e.g. Doing and making	**Possible resources/activities** • Malleable play (dough, clay, etc.) • Sand and water trays • Design and make (construction kits, toys, junk modelling) • Cooking • Colour mixing • Describing, explaining, questioning, and problem-solving • Practitioner demonstrating writing, and scribing for the children	**Possible links with other areas of learning** Physical development • e.g. *handle tools, objects, construction and malleable materials safely and with increasing control* Knowledge and understanding of the world • e.g. *build and construct with a wide range of objects, selecting appropriate resources and adapting their work where necessary*

Sounds and handwriting		**Language for communication, thinking and reading**
Sounds **Stepping Stones** **Linking sounds and letters p.60-61** Yellow: • Enjoy rhyming and rhythmic activities • Distinguish one sound from another Blue: • Show awareness of rhyme and alliteration • Recognise rhyme in spoken words Green: • Continue a rhyming string • Hear and say the initial sound in words and know which letters represent some of the sounds	***Progression in phonics*** Step 1 General sound discrimination, Speech sound discrimination, Rhythm and rhyme, Alliteration **Step 2 Learning objectives** Rhyming string, Hear and say initial phonemes	**Stepping Stones** **Language for communication p.52-53** Yellow: • Use familiar words, often in isolation, to identify what they do and do not want • Use vocabulary focused on objects and people who are of particular importance to them Blue: • Build up vocabulary that reflects the breadth of their experiences • Begin to experiment with language describing possession Green: • Extend vocabulary, especially by grouping and naming • Use vocabulary and forms of speech that are increasingly influenced by experience of books **Language for communication p.54-55** Yellow: • Use isolated words and phrases and/or gestures to communicate with those well known to them Blue: • Begin to use more complex sentences • Use a widening range of words to express or elaborate ideas Green: • Link statements and stick to a main theme or intention • Consistently develop a simple story, explanation or line of questioning • Use language for an increasing range of purposes • Confidently talk to people other than those who are well known to them **Language for thinking p.56-59** Yellow: • Use actions, sometimes with limited talk, that is largely concerned with the 'here and now' Blue: • Talk activities through, reflecting on and modifying what they are doing • Use talk, actions and objects to recall and relive past experiences Green: • Begin to use talk instead of action to rehearse, reorder and reflect on past experience, linking significant events from own experience and from stories, paying attention to sequence and how events lead into one another • Begin to make patterns in their experience through linking cause and effect, sequencing, ordering and grouping • (Begin to use talk to pretend imaginary situations)
Handwriting **Stepping Stones p. 66-67** Yellow: • Engage in activities requiring hand-eye coordination • Use one-handed tools and equipment Blue: • Draw lines and circles using gross motor movement • Manipulate objects with increasing control Green: • Begin to use anticlockwise movement and retrace vertical lines • Begin to form recognisable letters	***Developing early writing* p.156-164**	

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Later Foundation Stage: Autumn Term

Focus	Phonics and handwriting	Stepping Stones (yellow, blue, green)	NLS YR objectives	Possible text/materials	Possible outcomes
Print around us e.g. names and labels	**Linking sounds and letters** **Stepping Stones** (yellow, blue, green) p.60-61 **NLS YR objectives** W1, W2, W3, W4 *Progression in phonics* Steps (1), 2, (3) **Handwriting** **Stepping Stones** (yellow, blue, green) p.66-67 **NLS YR objectives** W12, W13, W14 *Developing early writing* p.156-164	Language for communication p.52-53, p.54-55 Language for thinking p.56-59 Reading p.62-63 Writing p.64-65	T1a/b/d, T11a/b/d, T12a/b/c, T15 S1, S3, S4 W5, W8, W10	• Classroom print (including ICT texts) • Environmental print • Name cards • Name games	• A print rich environment, including signs and labels, created and used by the children • Writing names on pictures and belongings, etc.
Alphabet books, chants, rhymes and songs e.g. a, b, c		Language for communication p.52-53 Reading p.62-63	T1b/d, T10, T11b/d, T12 S3, S4 W6, W9, W11	• Alphabet books, rhymes, chants and songs • Alphabet friezes and cards • Magnetic letters	• An alphabet book made and used by the children • Alphabet chant in rhythm • A class tape of alphabet songs
Nursery rhymes e.g. One, two, buckle my shoe		Language for communication p.50-51, p.52-53 Linking sounds and letters p.60-61 Reading p.62-63 Writing p.64-65	T1d, T6, T10, T11d, T12a S1, S3 W1, W4, W5, W6, W10	• Nursery rhymes and chants • Poetry posters, cards	• Lists of rhyming strings • Nursery rhymes with alternative endings • A performance of rhymes (whole class, group, individual) • Writing stimulated by a rhyme (e.g. 'Get well card' for Jack and Jill)
Print around us (2): lists, captions, instructions e.g. The Supermarket (*Developing early writing*)		Language for communication p.50-51, p.52-53, p.54-55 Language for thinking p.56-59 Reading p.62-63 Writing p.64-65	T1a/b, T6, T11a/b, T12a/b/c, T15 S1, S2 W6, W7, W10, W11	• Lists, captions, signs, messages, instructions, e.g. recipes (see 'The Supermarket' *Developing early writing*)	• A role play area resourced with lists, signs, notices which children create and use • Recipes, lists, labels, captions, instructions
Narrative: predictable structures and patterned language e.g. Tell me a story		Language for communication p.48-49, p.50-51, p.52-53, p.54-55 Language for thinking p.56-59 Reading p.62-63 Writing p.64-65	T1a/b/d, T6, T7, T10, T11a/b/d, T12a S1, S2 W6, W7, W9, W10	• Stories with predictable structures and patterned language	• Retelling stories using a variety of props and artefacts • Puppet plays • Story boards • Mini-books

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Print around us e.g. names and labels	**Possible texts and materials** • Classroom print (including ICT texts) • Environmental print • Name cards • Name games	**Possible outcome(s)** • A print rich environment that children contribute to • Writing names on pictures and belongings, etc.

Phonics and handwriting

Linking sounds and letters
Stepping Stones
Linking sounds and letters p.60-61
- Enjoy rhyming and rhythmic activities
- Distinguish one sound from another
- Show awareness of rhyme and alliteration
- Recognise rhyme in spoken words
- Continue a rhyming string
- Hear and say the initial sound in words and know which letters represent some of the sounds

Progression in phonics
Step 1 General sound discrimination, Speech sound discrimination, Rhythm and rhyme, Alliteration
Step 2 Learning objectives
to be able to continue a rhyming string
to hear and say phonemes */s/, /m/, /k/, /l/, /g/, /h/* in initial position
to know phoneme-grapheme correspondences: s, m, c, l, g, h
Step 3 (as appropriate)

Handwriting
Stepping Stones p.66-67
- Engage in activities requiring hand-eye coordination
- Use one-handed tools and equipment
- Draw lines and circles using gross motor movements
- Manipulate objects with increasing control
- Begin to use anticlockwise movement and retrace vertical lines
- Begin to form recognisable letters

NLS YR objectives
W12 to use a comfortable and efficient pencil grip;
W13 to produce a controlled line which supports letter formation;
W14 to write letters using the correct sequence of movements. (*Developing early writing* p.156-164)

Word level objectives

Word recognition, graphic knowledge and spelling
Stepping Stones
Reading p.62-63
- Understand the concept of a word
- Begin to recognise some familiar words

NLS YR objectives
W6 to read on sight the 45 high frequency words to be taught by the end of YR from Appendix List 1;
W9 to recognise the critical features of words, e.g. shape, length, and common spelling patterns.

Vocabulary extension
Stepping Stones
Language for communication p.52-53
- Use familiar words, often in addition, to identify what they do and do not want
- Use vocabulary focused on objects and people who are of particular importance to them
- Extend vocabulary, especially by grouping and naming

NLS YR objectives
W11 to make collections of personal interest or significant words and words linked to particular topics.

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Print around us (continued)

Text and sentence level objectives	
Stepping Stones **Communication p54-55** • Link statements and stick to a main theme or intention • Begin to use more complex sentences • Use a widening range of words to express or elaborate ideas **Thinking p56-59** • Use action, sometimes with limited talk, that is largely concerned with 'the here and now' • Use talk to connect ideas, explain what is happening and anticipate what might happen next • Use talk, actions and objects to recall and relive experiences **Reading p.62-63** • Show interest in illustrations and print in books and print in the environment • Know that information can be relayed in the form of print **Writing p.64-65** • Draw and paint, sometimes giving meanings to marks • Ascribe meanings to marks • Begin to break the flow of speech into words • Use writing as a means of recording and communicating	**NLS YR text level objectives** T1 through shared reading: a) to recognise printed and handwritten words in a variety of settings, e.g. stories, notes, registers, labels, signs, notices, letters, forms, lists, directions, advertisements, newspapers; b) that words can be written down to be read again for a wide range of purposes; d) to track the text in the right order, page by page, left to right, top to bottom; pointing while reading/telling a story, and making one-to-one correspondences between written and spoken words; T11 through shared writing: a) to understand that writing can be used for a range of purposes, e.g. to send messages, record, inform, tell stories; b) to understand that writing remains constant, i.e. will always 'say' the same thing; d) to understand how writing is formed directionally, a word at a time. T12 through guided and independent writing: a) to experiment with writing in a variety of play, exploratory and role-play situations; b) to write their own names; c) to write labels or captions for pictures and drawings; T15 to use writing to communicate in a variety of ways, incorporating it into play and everyday classroom life, e.g. recounting their own experiences, lists, signs, directions, menus, labels, greeting cards, letters **NLS YR sentence level objectives** S1 to expect written text to make sense and to check for sense if it does not; S3 that words are ordered left to right and need to be read that way to make sense; S4 to use a capital letter for the start of own name.

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Alphabet books, chants, rhymes and songs e.g. 'a, b, c'	**Possible texts and materials** • Alphabet books, rhymes, chants and songs • Alphabet friezes and cards • Magnetic letters	**Possible outcome(s)** • An alphabet book made and used by the children • Alphabet chant in rhythm • A class tape of alphabet songs

Phonics and handwriting

Linking sounds and letters
Stepping Stones
Linking sounds and letters p.60-61
- Enjoy rhyming and rhythmic activities
- Distinguish one sound from another
- Show awareness of rhyme and alliteration
- Recognise rhyme in spoken words
- Continue a rhyming string
- Hear and say the initial sound in words and know which letters represent some of the sounds

Progression in phonics
Step 1 General sound discrimination, Speech sound discrimination, Rhythm and rhyme, Alliteration
Step 2 Learning objectives
to be able to continue a rhyming string
to hear and say phonemes */s/, /m/, /k/, /l/, /g/, /h/* in initial position
to know phoneme-grapheme correspondences: s, m, c, l, g, h
Step 3 (as appropriate)

Handwriting
Stepping Stones p.66-67
- Engage in activities requiring hand-eye coordination
- Use one-handed tools and equipment
- Draw lines and circles using gross motor movement
- Manipulate objects with increasing control
- Begin to use anticlockwise movement and retrace vertical lines
- Begin to form recognisable letters

NLS YR objectives
W12 to use a comfortable and efficient pencil grip;
W13 to produce a controlled line which supports letter formation;
W14 to write letters using the correct sequence of movements. (*Developing early writing* p.156-164)

Word level objectives

Word recognition, graphic knowledge and spelling
Stepping Stones
Reading p.62-63
- Understand the concept of a word
- Begin to recognise some familiar words

NLS YR objectives
W6 to read on sight the 45 high frequency words to be taught by the end of YR from Appendix List 1;
W9 to recognise the critical features of words, e.g. shape, length, and common spelling patterns.

Vocabulary extension
Stepping Stones
Language for communication p.52-53
- Use familiar words, often in isolation, to identify what they do and do not want
- Use vocabulary focused on objects and people who are of particular importance to them
- Extend vocabulary, especially by grouping and naming

NLS YR objectives
W11 to make collections of personal interest or significant words and words linked to particular topics.

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Alphabet books, chants, rhymes and songs (continued)

Text and sentence level objectives	
Stepping Stones **Reading p.62-63** • Show interest in illustrations and print in books and print in the environment • Have favourite books • Handle books carefully • Know that information can be relayed in the form of print • Hold books the correct way up and turn pages • Know that information can be retrieved from books and computers	**NLS YR text level objectives** T1 through shared reading: b) that words can be written down to be read again for a wide range of purposes; d) to track the text in the right order, page by page, left to right, top to bottom; pointing while reading/telling a story, and making one-to-one correspondences between written and spoken words; T10 to re-read and recite stories and rhymes with predictable and repeated patterns and experiment with similar rhyming patterns; T11 through shared writing: b) to understand that writing remains constant, i.e. will always 'say' the same thing; d) to understand how writing is formed directionally, a word at a time.
Stepping Stones **Reading p.62-63** • Understand the concept of a word • Begin to recognise some familiar words	**NLS YR sentence level objectives** S3 that words are ordered left to right and need to be read that way to make sense; S4 to use a capital letter for the start of own name.

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Nursery rhymes e.g. One, two, buckle my shoe	**Possible texts and materials** • Nursery rhymes and chants • Poetry posters, cards	**Possible outcome(s)** • Lists of rhyming strings • Nursery rhymes with alternative endings • A performance of rhymes (whole class, group, individual) • Writing provoked by contexts (e.g. 'Get well card' for Jack and Jill)

Phonics and handwriting

Linking sounds and letters

Stepping Stones

Linking sounds and letters p.60-61

- Enjoy rhyming and rhythmic activities
- Distinguish one sound from another
- Show awareness of rhyme and alliteration
- Recognise rhyme in spoken words
- Continue a rhyming string
- Hear and say the initial sound in words and know which letters represent some of the sounds

Progression in phonics

Step 1 General sound discrimination, Speech sound discrimination, Rhythm and rhyme, Alliteration

Step 2 Learning objectives

to be able to continue a rhyming string

to hear and say phonemes */s/*, */m/*, */k/*, */l/*, */g/*, */h/* in initial position

to know phoneme-grapheme correspondences: s, m, c, l, g, h

Step 3 (as appropriate)

Handwriting

Stepping Stones p.66-67

- Engage in activities requiring hand-eye coordination
- Use one-handed tools and equipment
- Draw lines and circles using gross motor movement
- Manipulate objects with increasing control
- Begin to use anticlockwise movement and retrace vertical lines
- Begin to form recognisable letters

NLS YR objectives

W12 to use a comfortable and efficient pencil grip;

W13 to produce a controlled line which supports letter formation;

W14 to write letters using the correct sequence of movements. (*Developing early writing* p.156-164)

Word level objectives

Word recognition, graphic knowledge and spelling

Stepping Stones

Reading p.62-63

- Understand the concept of a word
- Begin to recognise some familiar words

NLS YR objectives

W1 to understand and be able to rhyme through:

a) recognising, exploring and working with rhyming patterns, e.g. learning nursery rhymes;

c) extending these patterns by analogy, generating new and invented words in speech and spelling;

W4 to link sound and spelling patterns by:

a) using knowledge of rhyme to identify families of rhyming CVC words, e.g. hop, top, mop; fat, mat, pat, etc.;

b) discriminating 'onsets' from 'rimes' in speech and spelling, e.g. 'tip', 'sip', 'skip', 'flip', 'chip';

c) identifying alliteration in known and new and invented words

W5 to read on sight a range of familiar words, e.g. children's names, captions, labels and words from favourite books;

W6 to read on sight the 45 high frequency words to be taught by the end of YR from Appendix List 1.

Vocabulary extension

Stepping Stones

Language for communication p.52-53

- Use familiar words, often in isolation, to identify what they do and do not want
- Use vocabulary focused on objects and people that are of particular importance to them
- Extend vocabulary, especially by grouping and naming

NLS YR objectives

W11 to make collections of personal interest or significant words and words linked to particular topics.

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Nursery rhymes (continued)

Text and sentence level objectives

Stepping Stones
Language for communication p.50-51
- Listen to favourite nursery rhymes, stories and songs. Join in with repeated refrains, anticipating key events and important phrases
- Listen to others in one-to-one/small groups when conversation interests them

Linking sounds and letters p.60-61
- Enjoy rhyming and rhythmic activities
- Show awareness of rhyme and alliteration
- Recognise rhythm in spoken words
- Continue a rhyming string

Reading p.62-63
- Listen to and join in with stories and poems, one-to-one and also in small groups
- Show interest in illustrations and print in books and print in the environment
- Have favourite books
- Handle books carefully
- Know that information can be relayed in the form of print
- Hold books the correct way up and turn pages

Writing p.64-65
- Ascribe meanings to marks
- Begin to break the flow of speech into words
- Use writing as a means of recording and communicating

Stepping Stones
Reading p.62-63
- Understand the concept of a word
- Begin to recognise some familiar words

NLS YR text level objectives

T1 through shared reading:
d) to track the text in the right order, page by page, left to right, top to bottom, pointing while reading/telling a story, and making one-to-one correspondences between written and spoken words.

T6 to re-read frequently a variety of familiar texts, e.g. big books, story books, taped stories with texts, poems, information books, wall stories, captions, own and other children's writing;

T10 to re-read and recite stories and rhymes with predictable and repeated patterns and experiment with similar rhyming patterns;

T11 through shared writing:
b) to understand that writing remains constant, i.e. will always 'say' the same thing;

T12 through guided and independent writing:
a) to experiment with writing in a variety of play, exploratory and role-play situations.

NLS YR sentence level objectives

S1 to expect written text to make sense and to check for sense if it does not;

S3 that words are ordered left to right and need to be read that way to make sense.

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Print around us (2): lists, captions, instructions e.g. The Supermarket (*Developing early writing*)	**Possible texts and materials** • Lists, captions, signs, messages, instructions, e.g. recipes (see 'The Supermarket', *Developing early writing*)	**Possible outcome(s)** • Role play area resources with lists, signs, notices which children contribute to • Recipes, lists, labels, captions, instructions

Phonics and handwriting

Linking sounds and letters
Stepping Stones
Linking sounds and letters p.60-61
- Enjoy rhyming and rhythmic activities
- Distinguish one sound from another
- Show awareness of rhyme and alliteration
- Recognise rhyme in spoken words
- Continue a rhyming string
- Hear and say the initial sound in words and know which letters represent some of the sounds

Progression in phonics
Step 1 General sound discrimination, Speech sound discrimination, Rhythm and rhyme, Alliteration
Step 2 Learning objectives
to be able to continue a rhyming string
to hear and say phonemes */s/, /m/, /k/, /l/, /g/, /h/* in initial position
to know phoneme-grapheme correspondences: s, m, c, l, g, h
Step 3 (as appropriate)

Handwriting
Stepping Stones p.66-67
- Engage in activities requiring hand-eye coordination
- Use one-handed tools and equipment
- Draw lines and circles using gross motor movement
- Manipulate objects with increasing control
- Begin to use anticlockwise movement and retrace vertical lines
- Begin to form recognisable letters

NLS YR objectives
W12 to use a comfortable and efficient pencil grip;
W13 to produce a controlled line which supports letter formation;
W14 to write letters using the correct sequence of movements. (*Developing early writing* p.156-164)

Word level objectives

Word recognition, graphic knowledge and spelling
Stepping Stones
Reading p.62-63
- Understand the concept of a word
- Begin to recognise some familiar words

NLS YR objectives
W6 to read on sight the 45 high frequency words to be taught by the end of YR from Appendix List 1;
W7 to read on sight the words from texts of appropriate difficulty.

Vocabulary extension
Stepping Stones
Language for communication p.52-53
- Use familiar words, often in isolation, to identify what they do and do not want
- Use vocabulary focused on objects and people who are of particular importance to them
- Extend vocabulary, especially by grouping and naming

NLS YR objectives
W10 new words from their reading and shared experiences;
W11 to make collections of personal interest or significant words and words linked to particular topics

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Print around us (2): lists, captions, instructions (continued)

Text and sentence level objectives

Stepping Stones

Language for communication p.48-49
- Use simple statements and questions often linked to gestures
- Use simple grammatical structures

Language for communication p.50-51
- Question why things happen, and give explanations

Language for communication p.54-55
- Begin to use more complex sentences
- Use a widening range of words to express or elaborate ideas
- Link statements and stick to a main theme or intention
- Consistently develop a simple story, explanation or line of questioning

Reading p.62-63
- Show interest in illustrations and print in books and print in the environment
- Have favourite books
- Handle books carefully
- Know that information can be relayed in the form of print
- Hold books the correct way up and turn pages
- Know that information can be retrieved from books and computers

Writing p.64-65
- Draw and paint, sometimes giving meanings to marks
- Ascribe meanings to marks
- Begin to break the flow of speech into words
- Use writing as a means of recording and communicating

Reading p.62-63
- Understand the concept of a word
- Begin to recognise some familiar words

NLS YR text level objectives

T1 through shared reading:
a) to recognise printed and handwritten words in a variety of settings, e.g. stories, notes, registers, labels, signs, notices, letters, forms, lists, directions, advertisements, newspapers;
b) that words can be written down to be read again for a wide range of purposes;

T6 to re-read frequently a variety of familiar texts, e.g. big books, story books, taped stories with texts, poems, information books, wall stories, captions, own and other children's writing;

T11 through shared writing:
a) to understand that writing can be used for a range of purposes, e.g. to send messages, record, inform, tell stories;
b) to understand that writing remains constant, i.e. will always 'say' the same thing;

T12 through guided and independent writing:
a) to experiment with writing in a variety of play, exploratory and role-play situations;
b) to write their own names;
c) to write labels or captions for pictures and drawings.

T15 to use writing to communicate in a variety of ways, incorporating it into play and everyday classroom life, e.g. recounting their own experiences, lists, signs, directions, menus, labels, greeting cards, letters.

NLS YR sentence level objectives

S1 to expect written text to make sense and to check for sense if it does not;

S2 to understand that writing can be used for a range of purposes, e.g. to send messages, record, inform, tell stories.

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Narrative: predictable structures and patterned language e.g. Tell me a story	**Possible texts and materials** • Stories with predictable structures and patterned language	**Possible outcome(s)** • Role play area resources with lists, signs, notices which children contribute to • Recipes, lists, labels captions, instructions

Phonics and handwriting

Linking sounds and letters
Stepping Stones
Linking sounds and letters p.60-61
- Enjoy rhyming and rhythmic activities
- Distinguish one sound from another
- Show awareness of rhyme and alliteration
- Recognise rhyme in spoken words
- Continue a rhyming string
- Hear and say the initial sound in words and know which letters represent some of the sounds

Progression in phonics
Step 1 General sound discrimination, Speech sound discrimination, Rhythm and rhyme, Alliteration
Step 2 Learning objectives
to be able to continue a rhyming string
to hear and say phonemes */s/*, */m/*, */k/*, */l/*, */g/*, */h/* in initial position
to know phoneme-grapheme correspondences: s, m, c, l, g, h
Step 3 (as appropriate)

Handwriting
Stepping Stones p.66-67
- Engage in activities requiring hand-eye coordination
- Use one-handed tools and equipment
- Draw lines and circles using gross motor movement
- Manipulate objects with increasing control
- Begin to use anticlockwise movement and retrace vertical lines
- Begin to form recognisable letters

NLS YR objectives
W12 to use a comfortable and efficient pencil grip;
W13 to produce a controlled line which supports letter formation;
W14 to write letters using the correct sequence of movements. (*Developing early writing* p.156-164)

Word level objectives

Word recognition, graphic knowledge and spelling
Stepping Stones
Reading p.62-63
- Understand the concept of a word
- Begin to recognise some familiar words

NLS YR objectives
W6 to read on sight the 45 high frequency words to be taught by the end of YR from Appendix List 1;
W7 to read on sight the words from texts of appropriate difficulty;
W9 to recognise the critical features of words, e.g. shape, length, and common spelling patterns.

Vocabulary extension
Stepping Stones
Language for communication p.52-53
- Use familiar words, often in isolation, to identify what they do and do not want
- Use vocabulary focused on objects and people who are of particular importance to them
- Extend vocabulary, especially by grouping and naming

NLS YR objectives
W10 new words from their reading and shared experiences.

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Narrative: predictable structures and patterned language (continued)

Text and sentence level objectives	
Stepping Stones **Language for communication p.48-49** • Use words and/or gestures, including body language such as eye contact and facial expression, to communicate • Use intonation, rhythm and phrasing to make their meaning clear to others • Use simple grammatical structures • Ask simple questions, often in the form of 'where' or 'what' **Language for communication p.50-51** • Listen to favourite nursery rhymes, stories and songs. Join in with repeated refrains, anticipating key events and important phrases • Listen to others in one-to-one/small groups when conversation interests them • Listen to stories with increasing attention and recall • Describe main story settings, events and principal characters • Initiate a conversation, negotiate positions, pay attention to and take account of others' views **Language for communication p.54-55** • Begin to use more complex sentences • Use a widening range of words to express or elaborate ideas • Link statements and stick to a main theme or intention • Consistently develop a simple story, explanation or line of questioning **Language for thinking p. 56-59** • Begin to use talk instead of action to rehearse, reorder and reflect on past experience, linking significant events from own experience and from stories, paying attention to sequence and how events lead into one another • Begin to use talk to pretend imaginary situations **Reading p.62-63** • Begin to use more complex sentences • Use a widening range of words to express or elaborate ideas • Link statements and stick to a main theme or intention • Consistently develop a simple story, explanation or line of questioning **Writing p.64-65** • Ascribe meanings to marks • Begin to break the flow of speech into words • Use writing as a means of recording and communicating	**NLS YR text level objectives** T1 through shared reading: a) to recognise printed and handwritten words in a variety of settings, e.g. stories, notes, registers, labels, signs, notices, letters, forms, lists, directions, advertisements, newspapers; b) that words can be written down to be read again for a wide range of purposes; c) to track the text in the right order, page by page, left to right, top to bottom; pointing while reading/telling a story, and making one-to-one correspondences between written and spoken words; T6 to re-read frequently a variety of familiar texts, e.g. big books, story books, taped stories with texts, poems, information books, wall stories, captions, own and other children's writing; T7 to use knowledge of familiar texts to re-enact or re-tell to others, recounting the main points in correct sequence; T10 to re-read and recite stories and rhymes with predictable and repeated patterns and experiment with similar rhyming patterns; T11 through shared writing: a) to understand that writing can be used for a range of purposes, e.g. to send messages, record, inform, tell stories; b) to understand that writing remains constant, i.e. will always 'say' the same thing; c) to understand how writing is formed directionally, a word at a time; T12 through guided and independent writing: a) to experiment with writing in a variety of play, exploratory and role-play situations. **NLS YR sentence level objectives** S1 to expect written text to make sense and to check for sense if it does not; S2 to understand that writing can be used for a range of purposes, e.g. to send messages, record, inform, tell stories.

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Later Foundation Stage: Spring Term

Focus	Phonics and handwriting	Stepping Stones and Early Learning Goals	NLS YR objectives	Possible text/materials	Possible outcomes
Non-fiction: all about me	**Linking sounds and letters** **Stepping Stones** (green) **Early Learning Goals** p.60-61 **NLS YR objectives** W2, W3 *Progression in phonics* Steps (2), 3, (4) **Handwriting** **Stepping Stones** (green) **Early Learning Goals** p.66-67 **NLS YR objectives** W12, W13, W14 *Developing early writing* p.156-164	Language for communication p.48-49, p.52-53, p.54-55 Language for thinking p.58-59 Reading p.62-63 Writing p.64-65	T2, T6, T11c/e/f, T12c, T13, T14, T15 S1, S2, S4 W5, W6, W8, W11	• Teacher to model the writing of personal recount • Language of recount	• Children write a simple questionnaire and tape-record answers • Use writing to provide simple factual recount of own experiences (incorporating *when, who, what, where, why*) • Children to produce book about themselves
Narrative e.g. Let's write a story, 'The Bear Hunt' (*Developing early writing*)		Language for communication p.50-51, p.52-53 Language for thinking p.58-59 Reading p.62-63 Writing p.64-65	T1b/c, T2, T6, T7, T8, T10, T11f, T12a, T13, T14 S1, S3, S4 W5, W6, W10	• Musical instruments to make sound effects • Small world toys • Story maps • Texts for *Developing early writing* unit 'The Bear Hunt'	• Writing based on familiar text/bookmaking (class text), e.g. adapted version about the desert, town or local area • Re-enactment of story in correct sequence • Individual mini-books/zigzag books of story
Poetry: modern rhymes and action verses e.g. Rhythm and rhyme		Language for communication p.50-51, p.52-53 Language for thinking p.58-59 Reading p.62-63 Writing p.64-65	T2, T4, T6, T10, T11e/f, T12a/e, T13, T14 S1, S3 W6, W7, W9, W10	• Modern rhymes (e.g. 'Twinkle, twinkle chocolate bar') and action verses • Tapes	• Teacher scribed shared poem that differs from the original text • Performance of action verses
Non-fiction: labels and captions for information e.g. 'The Exhibition' (*Developing early writing*)		Language for communication p.48-49, p.52-53, p.54-55 Language for thinking p.58-59 Reading p.62-63 Writing p.64-65	T2, T6, T11b/c/e/f, T12c/e, T13, T15 S1, S2 W6, W9, W11	• Photographs, models, artefacts, drawings • Museum or gallery guides/ brochures as a model • Variety of enlarged invitations	• Set up and write labels/ captions/posters and invitations for an exhibition • Produce a guidebook or a class-made information book
Narrative: traditional stories e.g. 'Fee, fie, fo, fum'		Language for communication p.50-51, p.52-53 Reading p.62-63 Writing p.64-65	T2, T4, T6, T7, T8, T10, T11c/e/f, T12a, T13, T14 S2, S4 W6, W7, W10	• Sequencing cards, props and puppets • Story boards • Dressing-up clothes and masks • Display of speech bubbles of significant parts of text, e.g. 'You can't catch me'.	• Comparison of spoken and written forms of familiar story for similarities and differences • Puppet show/play of familiar text • Writing in role, e.g. letter to Goldilocks • Story tapes of children reading own stories

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Non-fiction: all about me	**Possible texts and materials** • Teacher to model the writing of personal recount • Language of recount	**Possible outcome(s)** • Children write a simple questionnaire and tape-record answers • Use writing to provide simple factual recount of own experiences (incorporating when, who, what, where, why) • Children to produce book about themselves

Phonics and handwriting

Linking sounds and letters
Stepping Stones
Early Learning Goals p.60-61
- Hear and say initial and final sounds in words, and short vowel sounds within words
- Link sounds to letters, naming and sounding the letters of the alphabet
- Use their phonic knowledge to write simple regular words and make phonetically plausible attempts at more complex words

NLS YR objectives
W2 knowledge of grapheme/phoneme correspondences through:
a) hearing and identifying initial sounds in words;
b) reading letter(s) that represent(s) the sound(s): a-z, ch, sh, th;
c) writing each letter in response to each sound: a-z, ch, sh, th;
d) identifying and writing initial and dominant phonemes in spoken words;
e) identifying and writing initial and final phonemes in consonant-vowel-consonant (CVC) words, e.g. *fit, mat, pan*;
W3 alphabetic and phonic knowledge through:
a) sounding and naming each letter of the alphabet in lower and upper case;
b) writing letters in response to letter names;
c) understanding alphabetical order through alphabet books, rhymes, and songs.

Progression in phonics
Step 2 Learning objectives
to be able to continue a rhyming string
to hear and say phonemes */s/, /m/, /k/, /l/, /g/, /h/* in initial position
to know phoneme–grapheme correspondences: s, m, c, l, g, h
Step 3 Learning objectives
to hear and say phonemes in final position
to consolidate previously learned phoneme-grapheme correspondences, recognising that some alter in final position, e.g. ss, ck
to know more phoneme-grapheme correspondences: l, n, d, k, sh, ch
Step 4 Learning objectives
to hear and say phonemes in medial position (*/a/, /e/, /i/, /o/, /u/*)
to know more phoneme-grapheme correspondences (a, e, i, o, u and f, qu, b, r, j, p, th, ng)
to segment to spell CVC words; to blend to read CVC words

Handwriting
Early Learning Goals p.66-67
- Use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed

NLS YR objectives
W12 to use a comfortable and efficient pencil grip;
W13 to produce a controlled line which supports letter formation;
W14 to write letters using the correct sequence of movements. (*Developing early writing* p.156-164)

Word level objectives

Word recognition, graphic knowledge and spelling
Early Learning Goals
Reading p.62-63
- Read a range of familiar and common words and simple sentences independently

NLS YR objectives
W5 to read on sight a range of familiar words, e.g. children's names, captions, labels, and words from favourite books;
W6 to read on sight the 45 high frequency words to be taught by the end of YR from Appendix List 1;
W8 to read and write own name and explore other words related to the spelling of own name.

Vocabulary extension
Stepping Stones
Language for communication p.52-53
- Build up vocabulary that reflects the breadth of their experiences
- Begin to experiment with language describing possession
- Extend vocabulary, especially by grouping and naming
- Use vocabulary and forms of speech that are increasingly influenced by experience of books

NLS YR objectives
W11 to make collections of personal interest or significant words and words linked to particular topics.

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Non-fiction (continued)

Text and sentence level objectives

Stepping Stones and Early Learning Goals

Language for communication p.48-49

- Use simple grammatical structures
- Ask simple questions, often in the form of 'where' or 'what'

Language for communication p.54-55

- Use a widening range of words to express or elaborate ideas
- Link statements and stick to a main theme or intention
- Consistently develop a simple story, explanation or line of questioning
- Use language for an increasing range of purposes
- Confidently talk to people other than those who are well known to them

Language for thinking p. 56-59

- Begin to use talk instead of action to rehearse, reorder and reflect on past experience, linking significant events from own experience and from stories, paying attention to sequence and how events lead into one another
- Begin to make patterns in their experience through linking cause and effect, sequencing, ordering and grouping
- Use language to imagine and recreate roles and experiences
- Use talk to organise, sequence and clarify thinking, ideas, feelings and events

Reading p.62-63

- Retell narratives in the correct sequence, drawing on language patterns of stories
- Know that print carries meaning and, in English, is read from left to right and top to bottom

Writing p.64-65

- Use writing as a means of recording and communicating
- Use their phonic knowledge to write simple regular words and make phonetically plausible attempts at more complex words
- Attempt writing for different purposes, using features of different forms such as lists, stories and instructions
- Write their own names and other things such as labels and captions and begin to form simple sentences, sometimes using punctuation

NLS YR text level objectives

T2 to use a variety of cues when reading: knowledge of the story and its context, and awareness of how it should make sense grammatically;

T6 to re-read frequently a variety of familiar texts, e.g. big books, story books, taped stories with texts, poems, information books, wall stories, captions, own and other children's writing;

T11 through shared writing:

c) to distinguish between writing and drawing in books and in own work;

e) to understand how letters are formed and used to spell words;

f) to apply knowledge of letter/sound correspondences in helping the teacher to scribe, and re-reading what the class has written;

T12 through guided and independent writing:

c) to write labels or captions for pictures and drawings;

T13 to think about and discuss what they intend to write, ahead of writing it;

T14 to use experience of stories, poems and simple recounts as a basis for independent writing, e.g. re-telling, substitution, extension, and through shared composition with adults;

T15 to use writing to communicate in a variety of ways, incorporating it into play and everyday classroom life, e.g. recounting their own experiences, lists, signs, directions, menus, labels, greeting cards, letters.

NLS YR sentence level objectives

S1 to expect written text to make sense and to check for sense if it does not;

S2 to understand that writing can be used for a range of purposes, e.g. to send messages, record, inform, tell stories;

S4 to use a capital letter for the start of own name.

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Narrative e.g. Let's write a story, 'The Bear Hunt' (*Developing early writing*)	**Possible texts and materials** • Musical instruments to make sound effects • Small world toys • Story maps • Texts for Developing early writing unit 'The Bear Hunt'	**Possible outcome(s)** • Writing based on familiar text/bookmaking (class text) e.g. adapted version about the desert, town or local area • Re-enactment of story in correct sequence • Individual mini-books/zigzag books of story

Phonics and handwriting

Linking sounds and letters
Stepping Stones
Early Learning Goals p.60-61
- Hear and say initial and final sounds in words, and short vowel sounds within words
- Link sounds to letters, naming and sounding the letters of the alphabet
- Use their phonic knowledge to write simple regular words and make phonetically plausible attempts at more complex words

NLS YR objectives
W2 knowledge of grapheme/phoneme correspondences through:
a) hearing and identifying initial sounds in words;
b) reading letter(s) that represent(s) the sound(s): a-z, ch, sh, th;
c) writing each letter in response to each sound: a-z, ch, sh, th;
d) identifying and writing initial and dominant phonemes in spoken words;
e) identifying and writing initial and final phonemes in consonant-vowel-consonant (CVC) words, e.g. *fit, mat, pan*;
W3 alphabetic and phonic knowledge through:
a) sounding and naming each letter of the alphabet in lower and upper case;
b) writing letters in response to letter names;
c) understanding alphabetical order through alphabet books, rhymes, and songs.

Progression in phonics
Step 2 Learning objectives
to be able to continue a rhyming string
to hear and say phonemes */s/, /m/, /k/, /l/, /g/, /h/* in initial position
to know phoneme–grapheme correspondences: s, m, c, l, g, h
Step 3 Learning objectives
to hear and say phonemes in final position
to consolidate previously learned phoneme-grapheme correspondences recognising that some alter in final position, e.g. ss, ck
to know more phoneme-grapheme correspondences: l, n, d, k, sh, ch
Step 4 Learning objectives
to hear and say phonemes in medial position */a/, /e/, /i/, /o/, /u/*)
to know more phoneme-grapheme correspondences (a, e, i, o, u and f, qu, b, r, j, p, th, ng)
to segment to spell CVC words; to blend to read CVC words

Handwriting
Early Learning Goals p.66-67
- Use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed

NLS YR objectives
W12 to use a comfortable and efficient pencil grip;
W13 to produce a controlled line which supports letter formation;
W14 to write letters using the correct sequence of movements. (*Developing early writing* p.156-164)

Word level objectives

Word recognition, graphic knowledge and spelling
Early Learning Goals
Reading p.62-63
- Read a range of familiar and common words and simple sentences independently

NLS YR objectives
W5 to read on sight a range of familiar words, e.g. children's names, captions, labels, and words from favourite books;
W6 to read on sight the 45 high frequency words to be taught by the end of YR from Appendix List 1;

Vocabulary extension
Stepping Stones
Language for communication p.52-53
- Build up vocabulary that reflects the breadth of their experiences
- Begin to experiment with language describing possession
- Extend vocabulary, especially by grouping and naming
- Use vocabulary and forms of speech that are increasingly influenced by experience of books

NLS YR objectives
W10 new words from their reading and shared experiences.

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Narrative (continued)

Text and sentence level objectives

Stepping Stones and Early Learning Goals

Language for communication p.50-51

- Listen to stories with increasing attention and recall
- Describe main story settings, events and principal characters
- Initiate a conversation, negotiate positions, pay attention to and take account of others' views
- Enjoy listening to and using spoken written language, and readily turn to it in their play and learning
- Sustain attentive listening, responding to what they have heard by relevant comments, questions or actions
- Listen with enjoyment, and respond to stories, songs and other music, rhymes and poems and make up their own stories, songs, rhymes and poems

Language for thinking p. 56-59

- Begin to use talk instead of action to rehearse, reorder and reflect on past experience, linking significant events from own experience and from stories, paying attention to sequence and how events lead into one another
- Begin to make patterns in their experience through linking cause and effect, sequencing, ordering and grouping
- Use language to imagine and recreate roles and experiences
- Use talk to organise, sequence and clarify thinking, ideas, feelings and events

Reading p.62-63

- Enjoy an increasing range of books
- Retell narratives in the correct sequence, drawing on language patterns of stories
- Know that print carries meaning and, in English, is read from left to right and top to bottom

Writing p.64-65

- Use writing as a means of recording and communicating
- Use their phonic knowledge to write simple regular words and make phonetically plausible attempts at more complex words
- Attempt writing for different purposes, using features of different forms such as lists, stories and instructions
- Write their own names and other things such as labels and captions and begin to form simple sentences, sometimes using punctuation

NLS YR text level objectives

T1 through shared reading:
c) that words can be written down to be read again for a wide range of purposes;
d) to understand and use correctly terms about books and print: book, cover, beginning, end, page, line, word, letter, title;
T2 to use a variety of cues when reading: knowledge of the story and its context, and awareness of how it should make sense grammatically;
T6 to re-read frequently a variety of familiar texts, e.g. big books, story books, taped stories with texts, poems, information books, wall stories, captions, own and other children's writing;
T7 to use knowledge of familiar texts to re-enact or re-tell to others, recounting the main points in correct sequence;
T8 to locate and read significant parts of the text, e.g. picture captions, names of key characters, rhymes and chants, e.g. 'I'm a troll ...', 'You can't catch me I'm the Gingerbread Man ...', speech-bubbles, italicised, enlarged words;
T10 to re-read and recite stories and rhymes with predictable and repeated patterns and experiment with similar rhyming patterns;
T11 through shared writing:
f) to apply knowledge of letter/sound correspondences in helping the teacher to scribe, and re-reading what the class has written;
T12 through guided and independent writing:
a) to write labels or captions for pictures and drawings;
T13 to think about and discuss what they intend to write, ahead of writing it;
T14 to use experience of stories, poems and simple recounts as a basis for independent writing, e.g. re-telling, substitution, extension, and through shared composition with adults.

NLS YR sentence level objectives

S1 to expect written text to make sense and to check for sense if it does not;
S3 that words are ordered left to right and need to be read that way to make sense;
S4 to use a capital letter for the start of own name.

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Poetry: modern rhymes and action verses e.g. Rhythm and rhyme	**Possible texts and materials** • Modern rhymes (e.g. 'Twinkle, twinkle chocolate bar') and action verses • Tapes	**Possible outcome(s)** • Teacher scribed shared poem that differs from the original text • Performance of action verses

Phonics and handwriting

Linking sounds and letters
Stepping Stones
Early Learning Goals p.60-61
- Hear and say initial and final sounds in words, and short vowel sounds within words
- Link sounds to letters, naming and sounding the letters of the alphabet
- Use their phonic knowledge to write simple regular words and make phonetically plausible attempts at more complex words

NLS YR objectives
W2 knowledge of grapheme/phoneme correspondences through:
a) hearing and identifying initial sounds in words;
b) reading letter(s) that represent(s) the sound(s): a-z, ch, sh, th;
c) writing each letter in response to each sound: a-z, ch, sh, th;
d) identifying and writing initial and dominant phonemes in spoken words;
e) identifying and writing initial and final phonemes in consonant-vowel-consonant (CVC) words, e.g. *fit, mat, pan*;
W3 alphabetic and phonic knowledge through:
a) sounding and naming each letter of the alphabet in lower and upper case;
b) writing letters in response to letter names;
c) understanding alphabetical order through alphabet books, rhymes, and songs.

Progression in phonics
Step 2 Learning objectives
to be able to continue a rhyming string
to hear and say phonemes */s/, /m/, /k/, /l/, /g/, /h/* in initial position
to know phoneme–grapheme correspondences: s, m, c, l, g, h
Step 3 Learning objectives
to hear and say phonemes in final position
to consolidate previously learned phoneme-grapheme correspondences recognising that some alter in final position, e.g. ss, ck
to know more phoneme-grapheme correspondences: l, n, d, k, sh, ch
Step 4 Learning objectives
to hear and say phonemes in medial position */a/, /e/, /i/, /o/, /u/*
to know more phoneme-grapheme correspondences (a, e, i, o, u and f, qu, b, r, j, p, th, ng)
to segment to spell CVC words; to blend to read CVC words

Handwriting
Early Learning Goals p.66-67
- Use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed

NLS YR objectives
W12 to use a comfortable and efficient pencil grip;
W13 to produce a controlled line which supports letter formation;
W14 to write letters using the correct sequence of movements. (*Developing early writing* p.156-164)

Word level objectives

Word recognition, graphic knowledge and spelling
Early Learning Goals
Reading p.62-63
- Read a range of familiar and common words and simple sentences independently

NLS YR objectives
W6 to read on sight the 45 high frequency words to be taught by the end of YR from Appendix List 1;
W7 to read on sight the words from texts of appropriate difficulty;
W9 to recognise the critical features of words, e.g. shape, length, and common spelling patterns.

Vocabulary extension
Stepping Stones
Language for communication p.52-53
- Build up vocabulary that reflects the breadth of their experiences
- Begin to experiment with language describing possession
- Extend vocabulary, especially by grouping and naming
- Use vocabulary and forms of speech that are increasingly influenced by experience of books

NLS YR objectives
W10 new words from their reading and shared experiences.

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Poetry (continued)

Text and sentence level objectives

Stepping Stones and Early Learning Goals

Language for communication p.50-51

- Listen to stories with increasing attention and recall
- Describe main story settings, events and principal characters
- Initiate a conversation, negotiate positions, pay attention to and take account of others' views
- Enjoy listening to and using spoken written language, and readily turn to it in their play and learning
- Sustain attentive listening, responding to what they have heard by relevant comments, questions or actions
- Listen with enjoyment, and respond to stories, songs and other music, rhymes and poems and make up their own stories, songs, rhymes and poems

Language for thinking p. 56-59

- Begin to use talk instead of action to replay, reorder and reflect on past experience, linking significant events from own experience and from stories, paying attention to sequence and how events lead into one another
- Begin to make patterns in their experience through linking cause and effect, sequencing, ordering and grouping
- Use language to imagine and recreate roles and experiences
- Use talk to organise, sequence and clarify thinking, ideas, feelings and events

Reading p.62-63

- Enjoy an increasing range of books
- Retell narratives in the correct sequence, drawing on language patterns of stories
- Know that print carries meaning and, in English, is read from left to right and top to bottom

Writing p.64-65

- Use writing as a means of recording and communicating
- Use their phonic knowledge to write simple regular words and make phonetically plausible attempts at more complex words
- Attempt writing for different purposes, using features of different forms such as lists, stories and instructions
- Write their own names and other things such as labels and captions and begin to form simple sentences, sometimes using punctuation

NLS YR text level objectives

T2 to use a variety of cues when reading: knowledge of the story and its context, and awareness of how it should make sense grammatically;
T4 to notice the difference between spoken and written forms through re-telling known stories; to compare 'told' versions with what the book 'says';
T6 to re-read frequently a variety of familiar texts, e.g. big books, story books, taped stories with texts, poems, information books, wall stories, captions, own and other children's writing;
T10 to re-read and recite stories and rhymes with predictable and repeated patterns and experiment with similar rhyming patterns;
T11 through shared writing:
e) to understand how letters are formed and used to spell words;
f) to apply knowledge of letter/sound correspondences in helping the teacher to scribe, and re-reading what the class has written;
T12 through guided and independent writing:
a) to write labels or captions for pictures and drawings;
e) to experiment with writing and recognise how their own version matches and differs from conventional version, e.g. through teacher response and transcription;
T13 to think about and discuss what they intend to write, ahead of writing it;
T14 to use experience of stories, poems and simple recounts as a basis for independent writing, e.g. re-telling, substitution, extension, and through shared composition with adults.

NLS YR sentence level objectives

S1 to expect written text to make sense and to check for sense if it does not;
S3 that words are ordered left to right and need to be read that way to make sense.

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Non-fiction: labels and captions for information e.g. 'The Exhibition' (*Developing early writing*)	**Possible texts and materials** • Photographs, models, artefacts, drawings • Museum or gallery guides/ brochures as a model • Variety of enlarged invitations	**Possible outcome(s)** • Set up and write labels/captions/posters and invitations for an exhibition • Produce a guidebook or a class-made information book

Phonics and handwriting

Linking sounds and letters
Stepping Stones
Early Learning Goals p.60-61
- Hear and say initial and final sounds in words, and short vowel sounds within words
- Link sounds to letters, naming and sounding the letters of the alphabet
- Use their phonic knowledge to write simple regular words and make phonetically plausible attempts at more complex words

NLS YR objectives
W2 knowledge of grapheme/phoneme correspondences through:
f) hearing and identifying initial sounds in words;
g) reading letter(s) that represent(s) the sound(s): a-z, ch, sh, th;
h) writing each letter in response to each sound: a-z, ch, sh, th;
i) identifying and writing initial and dominant phonemes in spoken words;
j) identifying and writing initial and final phonemes in consonant-vowel-consonant (CVC) words, e.g. *fit, mat, pan*;
W3 alphabetic and phonic knowledge through:
d) sounding and naming each letter of the alphabet in lower and upper case;
e) writing letters in response to letter names;
f) understanding alphabetical order through alphabet books, rhymes, and songs.

Progression in phonics
Step 2 Learning objectives
to be able to continue a rhyming string
to hear and say phonemes */s/, /m/, /k/, /l/, /g/, /h/* in initial position
to know phoneme–grapheme correspondences: s, m, c, l, g, h
Step 3 Learning objectives
to hear and say phonemes in final position
to consolidate previously learned phoneme-grapheme correspondences, recognising that some alter in final position, e.g. ss, ck
to know more phoneme-grapheme correspondences: l, n, d, k, sh, ch
Step 4 Learning objectives
to hear and say phonemes in medial position (*/a/, /e/, /i/, /o/, /u/*)
to know more phoneme-grapheme correspondences (a, e, i, o, u and f, qu, b, r, j, p, th, ng)
to segment to spell CVC words; to blend to read CVC words

Handwriting
Early Learning Goals p.66-67
- Use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed

NLS YR objectives
W12 to use a comfortable and efficient pencil grip;
W13 to produce a controlled line which supports letter formation;
W14 to write letters using the correct sequence of movements. (*Developing early writing* p.156-164)

Word level objectives

Word recognition, graphic knowledge and spelling
Early Learning Goals
Reading p.62-63
- Read a range of familiar and common words and simple sentences independently

NLS YR objectives
W6 to read on sight the 45 high frequency words to be taught by the end of YR from Appendix List 1;
W9 to recognise the critical features of words, e.g. shape, length, and common spelling patterns.

Vocabulary extension
Stepping Stones
Language for communication p.52-53
- Build up vocabulary that reflects the breadth of their experiences
- Begin to experiment with language describing possession
- Extend vocabulary, especially by grouping and naming
- Use vocabulary and forms of speech that are increasingly influenced by experience of books

NLS YR objectives
W11 to make collections of personal interest or significant words and words linked to particular topics.

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Non-fiction (continued)

Text and sentence level objectives

Stepping Stones and Early Learning Goals

Language for communication p.48-49

- Use simple grammatical structures
- Ask simple questions, often in the form of 'where' or 'what'

Language for communication p.54-55

- Use a widening range of words to express or elaborate ideas
- Link statements and stick to a main theme or intention
- Consistently develop a simple story, explanation or line of questioning
- Use language for an increasing range of purposes
- Confidently talk to people other than those who are well known to them

Language for thinking p. 56-59

- Begin to use talk instead of action to rehearse, reorder and reflect on past experience, linking significant events from own experiences and from stories, paying attention to sequence and how events lead into one another
- Begin to make patterns in their experience through linking cause and effect, sequencing, ordering and grouping
- Use language to imagine and recreate roles and experiences
- Use talk to organise, sequence and clarify thinking, ideas, feelings and events

Reading p.62-63

- Know that information can be retrieved from books and computers
- Explore and experiment with sounds, words and texts
- Know that print carries meaning and, in English, is read from left to right and top to bottom
- Show an understanding of the elements of stories, such as main character, sequence of events, and openings, and how information can be found in non-fiction texts to answer questions about where, who, why and how

Writing p.64-65

- Use writing as a means of recording and communicating
- Use their phonic knowledge to write simple regular words and make phonetically plausible attempts at more complex words
- Attempt writing for different purposes, using features of different forms such as lists, stories and instructions
- Write their own names and other things such as labels and captions and begin to form simple sentences, sometimes using punctuation

NLS YR text level objectives

T2 to use a variety of cues when reading: knowledge of the story and its context, and awareness of how it should make sense grammatically;
T6 to re-read frequently a variety of familiar texts, e.g. big books, story books, taped stories with texts, poems, information books, wall stories, captions, own and other children's writing;
T11 through shared writing:
b) to understand that writing remains constant, i.e. will always 'say' the same thing;
c) to distinguish between writing and drawing in books and in own work;
e) to understand how letters are formed and used to spell words;
f) to apply knowledge of letter/sound correspondences in helping the teacher to scribe, and re-reading what the class has written;
T12 through guided and independent writing:
c) to write labels or captions for pictures and drawings;
e) to experiment with writing and recognise how their own version matches and differs from conventional version, e.g. through teacher response and transcription;
T13 to think about and discuss what they intend to write, ahead of writing it;
T15 to use writing to communicate in a variety of ways, incorporating it into play and everyday classroom life, e.g. recounting their own experiences, lists, signs, directions, menus, labels, greeting cards, letters.

NLS YR sentence level objectives

S1 to expect written text to make sense and to check for sense if it does not;
S2 to use awareness of the grammar of a sentence to predict words during shared reading and when re-reading familiar stories.

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Narrative: traditional stories e.g. 'Fee, fie, fo, fum'	**Possible texts and materials** • Sequencing cards, props and puppets • Story boards • Dressing-up clothes and masks • Display of speech bubbles of significant parts of text, e.g. 'You can't catch me'.	**Possible outcome(s)** • Set up and write labels/ captions/posters and invitations for an exhibition • Produce a guidebook or a class-made information book

Phonics and handwriting

Linking sounds and letters
Stepping Stones
Early Learning Goals p.60-61
- Hear and say initial and final sounds in words, and short vowel sounds within words
- Link sounds to letters, naming and sounding the letters of the alphabet
- Use their phonic knowledge to write simple regular words and make phonetically plausible attempts at more complex words

NLS YR objectives
W2 knowledge of grapheme/phoneme correspondences through:
a) hearing and identifying initial sounds in words;
b) reading letter(s) that represent(s) the sound(s): a-z, ch, sh, th;
c) writing each letter in response to each sound: a-z, ch, sh, th;
d) identifying and writing initial and dominant phonemes in spoken words;
e) identifying and writing initial and final phonemes in consonant-vowel-consonant (CVC) words, e.g. fit, mat, pan;
W3 alphabetic and phonic knowledge through:
a) sounding and naming each letter of the alphabet in lower and upper case;
b) writing letters in response to letter names;
c) understanding alphabetical order through alphabet books, rhymes, and songs.

Progression in phonics
Step 2 Learning objectives
to be able to continue a rhyming string
to hear and say phonemes */s/, /m/, /k/, /t/, /g/, /h/* in initial position
to know phoneme–grapheme correspondences: s, m, c, t, g, h
Step 3 Learning objectives
to hear and say phonemes in final position
to consolidate previously learned phoneme-grapheme correspondences, recognising that some alter in final position, e.g. ss, ck
to know more phoneme-grapheme correspondences: l, n, d, k, sh, ch
Step 4 Learning objectives
to hear and say phonemes in medial position */a/, /e/, /i/, /o/, /u/)*
to know more phoneme-grapheme correspondences (a, e, i, o, u and f, qu, b, r, j, p, th, ng)
to segment to spell CVC words; to blend to read CVC words

Handwriting
Early Learning Goals p.66-67
- Use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed

NLS YR objectives
W12 to use a comfortable and efficient pencil grip;
W13 to produce a controlled line which supports letter formation;
W14 to write letters using the correct sequence of movements. (*Developing early writing* p. 156-164)

Word level objectives

Word recognition, graphic knowledge and spelling
Early Learning Goals
Reading p.62-63
- Read a range of familiar and common words and simple sentences independently

NLS YR objectives
W6 to read on sight the 45 high frequency words to be taught by the end of YR from Appendix List 1;
W7 to read on sight the words from texts of appropriate difficulty.

Vocabulary extension
Stepping Stones
Language for communication p.52-53
- Build up vocabulary that reflects the breadth of their experiences
- Begin to experiment with language describing possession
- Extend vocabulary, especially by grouping and naming
- Use vocabulary and forms of speech that are increasingly influenced by experience of books

NLS YR objectives
W10 new words from their reading and shared experiences.

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Narrative: traditional stories (continued)

Text and sentence level objectives

Stepping Stones and Early Learning Goals

Language for communication p.50-51

- Enjoy listening to and using spoken written language, and readily turn to it in their play and learning
- Sustain attentive listening, responding to what they have heard by relevant comments, questions or actions
- Listen with enjoyment, and respond to stories, songs and other music, rhymes and poems and make up their own stories, songs, rhymes and poems

Reading p.62-63

- Explore and experiment with sounds, words and texts
- Retell narratives in the correct sequence, drawing on language patterns of stories
- Read a range of familiar and common words and simple sentences independently
- Know that print carries meaning and, in English, is read from left to right and top to bottom
- Show an understanding of the elements of stories, such as main character, sequence of events, and openings, and how information can be found in non-fiction texts to answer questions about where, who, why and how

Writing p.64-65

- Use writing as a means of recording and communicating
- Use their phonic knowledge to write simple regular words and make phonetically plausible attempts at more complex words
- Attempt writing for different purposes, using features of different forms such as lists, stories and instructions
- Write their own names and other things such as labels and captions and begin to form simple sentences, sometimes using punctuation

NLS YR text level objectives

T2 to use a variety of cues when reading: knowledge of the story and its context, and awareness of how it should make sense grammatically;
T4 to notice the difference between spoken and written forms through re-telling known stories; to compare 'told' versions with what the book 'says';
T6 to re-read frequently a variety of familiar texts, e.g. big books, story books, taped stories with texts, poems, information books, wall stories, captions, own and other children's writing;
T7 to use knowledge of familiar texts to re-enact or re-tell to others, recounting the main points in correct sequence;
T8 to locate and read significant parts of the text, e.g. picture captions, names of key characters, rhymes and chants, e.g. 'I'm a troll ...', 'You can't catch me I'm the Gingerbread Man ...', speech-bubbles, italicised, enlarged words;
T10 to re-read and recite stories and rhymes with predictable and repeated patterns and experiment with similar rhyming patterns;
T11 through shared writing:
c) to distinguish between writing and drawing in books and in own work;
e) to understand how letters are formed and used to spell words;
f) to apply knowledge of letter/sound correspondences in helping the teacher to scribe, and re-reading what the class has written;
T12 through guided and independent writing:
a) to experiment with writing in a variety of play, exploratory and role-play situations;
T13 to think about and discuss what they intend to write, ahead of writing it;
T14 to use experience of stories, poems and simple recounts as a basis for independent writing, e.g. re-telling, substitution, extension, and through shared composition with adults.

NLS YR sentence level objectives

S2 to understand that writing can be used for a range of purposes, e.g. to send messages, record, inform, tell stories;
S4 to use a capital letter for the start of own name.

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Later Foundation Stage: Summer Term

Focus	Phonics and handwriting	Early Learning Goals	NLS YR objectives	Possible text/materials	Possible outcomes
Narrative: structure e.g. story patterns	**Linking sounds and letters** **Early Learning Goals** p.60-61 **NLS YR objectives** W2b/c/d/e *Progression in phonics* Steps 3, 4, (5, 6) **Handwriting** **Early Learning Goals** p.66-67 **NLS YR objectives** W12, W13, W14 *Developing early writing* p.156-164	Language for communication p.48-49, p.50-51, p.52-55 Language for thinking p.58-59 Reading p.62-63 Writing p.64-65	T2, T3, T5, T6, T8, T9, T12d, T13, T14 S1, S2, S3 W5, W7, W10	• Stories with predictable structures and patterned language • Artefacts/pictures • Story maps • Story sentence cards/games	• Stories structured using sentence cards • Narrative retold in correct sequence • Class/group book based on shared read • Story map (used to retell or highlight actions/reactions) • 'Wall story' display
Non-fiction: recounts – shared experience e.g. true stories		Language for communication p.48-49, p.52-53, p.54-55 Language for thinking p.58-59 Reading p.62-63 Writing p.64-65	T2, T3, T6, T12d, T13, T14, T15 S1, S2, S4 W6, W9, W10, W11	• Simple non-fiction texts – recounts to use as a model • Digital photographs in prompt • Picture cards to place on a washing line in sequence • A flowchart/comic strip to represent sequence	• Individual recount of shared experience, e.g. a visit, a visitor, an event, an activity, a school trip • Photographs and text to recount a shared experience • An item for the school newsletter/noticeboard
Poetry: poems and chants e.g. Let's write a poem		Language for communication p.50-51, p.52-53 Reading p.62-63 Writing p.64-65	T2, T3, T6, T8, T13, T14 S1 W6, W7, W9, W10	• Poems and chants • Big book/poster • Small copies for children to return to • Poetry frame • Teacher to model use of poetry frame • Word webs	• Extending poems/chants based on strong structures, e.g. new verses/lines • Collect an anthology of favourite poems and chants • Performance of favourite poems and chants
Narrative: language features e.g. 'Once upon a time ...'		Language for communication p.50-51, p.52-53, p.54-55 Language for thinking p.58-59 Reading p.62-63 Writing p.64-65	T2, T3, T4, T5, T6, T8, T9, T12d, T13, T14 S1, S2, S3 W5, W7, W11	• Stories with predictable structures and patterned language • Texts with, for example, speech bubbles, italicised print, enlarged words, etc.	• Class/group book based on shared read **or** • A story map (used to retell) **or** • A 'wall story' display • Simple sentences, with capital letter and full stop, matched to pictures or sequences of pictures
Non-fiction: information texts e.g. questions and answers		Language for communication p.48-49, p.52-53 Language for thinking p.58-59 Reading p.62-63 Writing p.64-65	T2, T3, T6, T12d, T13, T15 S1, S2, S4 W6, W7, W10, W11	• Simple non-fiction texts • Key words linked to chosen topics • Information books to answer questions about where, who, why and how • Card prompts to include question words	• A leaflet/zigzag books • A series of questions and answers linked to aspects of work in other areas of learning (oral/written) • Labels/captions for display

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Narrative: structure e.g. story patterns	**Possible texts and materials** • Stories with predictable structures and patterned language • Artefacts/pictures • Story maps • Story sentence cards/games	**Possible outcome(s)** • Stories structured using sentence cards • Narrative retold in correct sequence • Class/group book based on shared read • Story map (used to retell or highlight actions/reactions) • 'Wall story' display

Phonics and handwriting

Linking sounds and letters
Stepping Stones
Early Learning Goals p.60-61
- Hear and say initial and final sounds in words, and short vowel sounds within words
- Link sounds to letters, naming and sounding the letters of the alphabet
- Use their phonic knowledge to write simple regular words and make phonetically plausible attempts at more complex words

NLS YR objectives
W2 knowledge of grapheme/phoneme correspondences through:
b) reading letter(s) that represent(s) the sound(s): a-z, ch, sh, th;
c) writing each letter in response to each sound: a-z, ch, sh, th;
d) identifying and writing initial and dominant phonemes in spoken words;
e) identifying and writing initial and final phonemes in consonant-vowel-consonant (CVC) words, e.g. *fit, mat, pan*;

Progression in phonics
Step 3 Learning objectives
to hear and say phonemes in final position
to consolidate previously learned phoneme-grapheme correspondences, recognising that some alter in final position, e.g. ss, ck
to know more phoneme-grapheme correspondences: l, n, d, k, sh, ch
Step 4 Learning objectives
to hear and say phonemes in medial position (*/a/, /e/, /i/, /o/, /u/*)
to know more phoneme-grapheme correspondences (a, e, i, o, u and f, qu, b, r, j, p, th, ng)
to segment to spell CVC words; to blend to read CVC words
Steps 5 and 6 as appropriate

Handwriting
Early Learning Goals p.66-67
- Use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed

NLS YR objectives
W12 to use a comfortable and efficient pencil grip;
W13 to produce a controlled line which supports letter formation;
W14 to write letters using the correct sequence of movements. (*Developing early writing* p.156-164)

Word level objectives

Word recognition, graphic knowledge and spelling
Early Learning Goals
Reading p.62-63
- Read a range of familiar and common words and simple sentences independently

NLS YR objectives
W5 to read on sight a range of familiar words, e.g. children's names, captions, labels, and words from favourite books;
W7 to read on sight the words from texts of appropriate difficulty.

Vocabulary extension
Early Learning Goals
Language for communication p.52-53
- Extend their vocabulary, exploring the meanings and sounds of words

NLS YR objectives
W10 new words from their reading and shared experiences.

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Narrative: structure (continued)

Text and sentence level objectives

Stepping Stones and Early Learning Goals

Language for communication p.48-49

- Interact with others, negotiating plans and activities and taking turns in conversation

Language for communication p.50-51

- Enjoy listening to and using spoken written language, and readily turn to it in their play and learning
- Sustain attentive listening, responding to what they have heard by relevant comments, questions or actions
- Listen with enjoyment, and respond to stories, songs and other music, rhymes and poems and make up their own stories, songs, rhymes and poems

Language for thinking p.58-59

- Use language to imagine and recreate roles and experiences
- Use talk to organise, sequence and clarify thinking, ideas, feelings and events

Reading p.62-63

- Explore and experiment with sounds, words and texts
- Retell narratives in the correct sequence, drawing on language patterns of stories
- Know that print carries meaning and, in English, is read from left to right and top to bottom
- Show an understanding of the elements of stories, such as main character, sequence of events, and openings, and how information can be found in non-fiction texts to answer questions about where, who, why and how

Writing p.64-65

- Use their phonic knowledge to write simple regular words and make phonetically plausible attempts at more complex words
- Attempt writing for different purposes, using features of different forms such as lists, stories and instructions
- Write their own names and other things such as labels and captions and begin to form simple sentences, sometimes using punctuation

NLS YR text level objectives

T2 to use a variety of cues when reading: knowledge of the story and its context, and awareness of how it should make sense grammatically;
T3 to re-read a text to provide context cues to help read unfamiliar words;
T5 to understand how story book language works and to use some formal elements when re-telling stories, e.g. 'Once there was ...', 'She lived in a little ...', 'he replied ...';
T6 to re-read frequently a variety of familiar texts, e.g. big books, story books, taped stories with texts, poems, information books, wall stories, captions, own and other children's writing;
T8 to locate and read significant parts of the text, e.g. picture captions, names of key characters, rhymes and chants, e.g. 'I'm a troll ...', 'You can't catch me I'm the Gingerbread Man ...', speech-bubbles, italicised, enlarged words;
T9 to be aware of story structures, e.g. actions/reactions, consequences, and the ways that stories are built up and concluded;
T12 through guided and independent writing:
d) to write sentences to match pictures or sequences of pictures;
T13 to think about and discuss what they intend to write, ahead of writing it;
T14 to use experience of stories, poems and simple recounts as a basis for independent writing, e.g. re-telling, substitution, extension, and through shared composition with adults.

NLS YR sentence level objectives

S1 to expect written text to make sense and to check for sense if it does not;
S2 to understand that writing can be used for a range of purposes, e.g. to send messages, record, inform, tell stories;
S3 that words are ordered left to right and need to be read that way to make sense.

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Non-fiction: recounts – shared experience e.g. true stories	**Possible texts and materials** • Simple non-fiction texts – recounts to use as a model • Digital photographs in prompt • Picture cards to place on a washing line in sequence • A flowchart/comic strip to represent sequence	**Possible outcome(s)** • Individual recount of shared experience, e.g. a visit, a visitor, an event, an activity, a school trip • Photographs and text to recount a shared experience • An item for the school newsletter/noticeboard

Phonics and handwriting

Linking sounds and letters
Stepping Stones
Early Learning Goals p.60-61
- Hear and say initial and final sounds in words, and short vowel sounds within words
- Link sounds to letters, naming and sounding the letters of the alphabet
- Use their phonic knowledge to write simple regular words and make phonetically plausible attempts at more complex words

NLS YR objectives
W2 knowledge of grapheme/phoneme correspondences through:
b) reading letter(s) that represent(s) the sound(s): a-z, ch, sh, th;
c) writing each letter in response to each sound: a-z, ch, sh, th;
d) identifying and writing initial and dominant phonemes in spoken words;
e) identifying and writing initial and final phonemes in consonant-vowel-consonant (CVC) words, e.g. *fit, mat, pan*;

Progression in phonics
Step 3 Learning objectives
to hear and say phonemes in final position
to consolidate previously learned phoneme-grapheme correspondences recognising that some alter in final position, e.g. ss, ck
to know more phoneme-grapheme correspondences: l, n, d, k, sh, ch
Step 4 Learning objectives
to hear and say phonemes in medial position (*/a/, /e/, /i/, /o/, /u/*)
to know more phoneme-grapheme correspondences (a, e, i, o, u and f, qu, b, r, j, p, th, ng)
to segment to spell CVC words; to blend to read CVC words
Steps 5 and 6 as appropriate

Handwriting
Early Learning Goals p.66-67
- Use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed

NLS YR objectives
W12 to use a comfortable and efficient pencil grip;
W13 to produce a controlled line which supports letter formation;
W14 to write letters using the correct sequence of movements. (*Developing early writing* p.156-164)

Word level objectives

Word recognition, graphic knowledge and spelling
Early Learning Goals
Reading p.62-63
- Read a range of familiar and common words and simple sentences independently

NLS YR objectives
W6 to read on sight the 45 high frequency words to be taught by the end of YR from Appendix List 1;
W9 to recognise the critical features of words, e.g. shape, length, and common spelling patterns.

Vocabulary extension
Early Learning Goals
Language for communication p.52-53
- Extend their vocabulary, exploring the meanings and sounds of words

NLS YR objectives
W10 new words from their reading and shared experiences;
W11 to make collections of personal interest or significant words and words linked to particular topics.

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Non-fiction: recounts – shared experience (continued)

Text and sentence level objectives

Stepping Stones and Early Learning Goals

Language for communication p.48-49

- Interact with others, negotiating plans and activities and taking turns in conversation

Language for communication p.54-55

- Speak clearly and audibly with confidence and control and show awareness of the listener, for example by their use of conventions such as greetings, 'please' and 'thank you'

Language for thinking p.58-59

- Use language to imagine and recreate roles and experiences
- Use talk to organise, sequence and clarify thinking, ideas, feelings and events

Reading p.62-63

- Explore and experiment with sounds, words and texts
- Know that print carries meaning and, in English, is read from left to right and top to bottom
- Show an understanding of the elements of stories, such as main character, sequence of events, and openings, and how information can be found in non-fiction texts to answer questions about where, who, why and how

Writing p.64-65

- Use their phonic knowledge to write simple regular words and make phonetically plausible attempts at more complex words
- Attempt writing for different purposes, using features of different forms such as lists, stories and instructions
- Write their own names and other things such as labels and captions and begin to form simple sentences, sometimes using punctuation

NLS YR text level objectives

T2 to use a variety of cues when reading: knowledge of the story and its context, and awareness of how it should make sense grammatically;
T3 to re-read a text to provide context cues to help read unfamiliar words;
T6 to re-read frequently a variety of familiar texts, e.g. big books, story books, taped stories with texts, poems, information books, wall stories, captions, own and other children's writing;
T12 through guided and independent writing:
d) to write sentences to match pictures or sequences of pictures;
T13 to think about and discuss what they intend to write, ahead of writing it;
T14 to use experience of stories, poems and simple recounts as a basis for independent writing, e.g. re-telling, substitution, extension, and through shared composition with adults;
T15 to use writing to communicate in a variety of ways, incorporating it into play and everyday classroom life, e.g. recounting their own experiences, lists, signs, directions, menus, labels, greeting cards, letters.

NLS YR sentence level objectives

S1 to expect written text to make sense and to check for sense if it does not;
S2 to understand that writing can be used for a range of purposes, e.g. to send messages, record, inform, tell stories;
S4 to use a capital letter for the start of own name.

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Poetry: poems and chants e.g. 'Let's write a poem'	**Possible texts and materials** • Poems and chants • Big book/poster • Small copies for children to return to • Poetry frame • Teacher to model use of poetry frame • Word webs	**Possible outcome(s)** • Extending poems/chants based on strong structures, e.g. new verses/lines • Collect an anthology of favourite poems and chants • Performance of favourite poems and chants

Phonics and handwriting

Linking sounds and letters
Stepping Stones
Early Learning Goals p.60-61

- Hear and say initial and final sounds in words, and short vowel sounds within words
- Link sounds to letters, naming and sounding the letters of the alphabet
- Use their phonic knowledge to write simple regular words and make phonetically plausible attempts at more complex words

NLS YR objectives
W2 knowledge of grapheme/phoneme correspondences through:
b) reading letter(s) that represent(s) the sound(s): a-z, ch, sh, th;
c) writing each letter in response to each sound: a-z, ch, sh, th;
d) identifying and writing initial and dominant phonemes in spoken words;
e) identifying and writing initial and final phonemes in consonant-vowel-consonant (CVC) words, e.g. *fit, mat, pan*;

Progression in phonics
Step 3 Learning objectives
to hear and say phonemes in final position
to consolidate previously learned phoneme-grapheme correspondences, recognising that some alter in final position, e.g. ss, ck
to know more phoneme-grapheme correspondences: l, n, d, k, sh, ch
Step 4 Learning objectives
to hear and say phonemes in medial position (*/a/, /e/, /i/, /o/, /u/*)
to know more phoneme-grapheme correspondences (a, e, i, o, u and f, qu, b, r, j, p, th, ng)
to segment to spell CVC words; to blend to read CVC words
Step 5 as appropriate
Step 6 as appropriate

Handwriting
Early Learning Goals p.66-67

- Use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed

NLS YR objectives
W12 to use a comfortable and efficient pencil grip;
W13 to produce a controlled line which supports letter formation;
W14 to write letters using the correct sequence of movements. (*Developing early writing* p.156-164)

Word level objectives

Word recognition, graphic knowledge and spelling
Early Learning Goals
Reading p.62-63

- Read a range of familiar and common words and simple sentences independently

NLS YR objectives
W6 to read on sight the 45 high frequency words to be taught by the end of YR from Appendix List 1;
W7 to read on sight the words from texts of appropriate difficulty;
W9 to recognise the critical features of words, e.g. shape, length, and common spelling patterns.

Vocabulary extension
Early Learning Goals
Language for communication p.52-53

- Extend their vocabulary, exploring the meanings and sounds of words

NLS YR objectives
W10 new words from their reading and shared experiences.

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Poetry: poems and chants (continued)

Text and sentence level objectives	
Stepping Stones and Early Learning Goals **Language for communication p.50-51** • Enjoy listening to and using spoken written language, and readily turn to it in their play and learning • Sustain attentive listening, responding to what they have heard by relevant comments, questions or actions • Listen with enjoyment, and respond to stories, songs and other music, rhymes and poems and make up their own stories, songs, rhymes and poems **Reading p.62-63** • Explore and experiment with sounds, words and texts • Know that print carries meaning and, in English, is read from left to right and top to bottom **Writing p.64-65** • Use their phonic knowledge to write simple regular words and make phonetically plausible attempts at more complex words • Attempt writing for different purposes, using features of different forms such as lists, stories and instructions • Write their own names and other things such as labels and captions and begin to form simple sentences, sometimes using punctuation	**NLS YR text level objectives** T2 to use a variety of cues when reading: knowledge of the story and its context, and awareness of how it should make sense grammatically; T3 to re-read a text to provide context cues to help read unfamiliar words; T6 to re-read frequently a variety of familiar texts, e.g. big books, story books, taped stories with texts, poems, information books, wall stories, captions, own and other children's writing; T8 to locate and read significant parts of the text, e.g. picture captions, names of key characters, rhymes and chants, e.g. 'I'm a troll ...', 'You can't catch me I'm the Gingerbread Man ...', speech-bubbles, italicised, enlarged words; T13 to think about and discuss what they intend to write, ahead of writing it; T14 to use experience of stories, poems and simple recounts as a basis for independent writing, e.g. re-telling, substitution, extension, and through shared composition with adults. **NLS YR sentence level objectives** S1 to expect written text to make sense and to check for sense if it does not.

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Narrative: language features e.g. 'Once upon a time ...'	**Possible texts and materials** • Stories with predictable structures and patterned language • Texts with, for example, speech bubbles, italicised print, enlarged words, etc.	**Possible outcome(s)** • Class/group book based on shared read or • A story map (used to retell) or • A 'wall story' display • Simple sentences, with capital letter and full stop, matched to pictures or sequences of pictures

Phonics and handwriting

Linking sounds and letters
Stepping Stones
Early Learning Goals p.60-61
- Hear and say initial and final sounds in words, and short vowel sounds within words
- Link sounds to letters, naming and sounding the letters of the alphabet
- Use their phonic knowledge to write simple regular words and make phonetically plausible attempts at more complex words

NLS YR objectives
W2 knowledge of grapheme/phoneme correspondences through:
b) reading letter(s) that represent(s) the sound(s): a-z, ch, sh, th;
c) writing each letter in response to each sound: a-z, ch, sh, th;
d) identifying and writing initial and dominant phonemes in spoken words;
e) identifying and writing initial and final phonemes in consonant-vowel-consonant (CVC) words, e.g. *fit, mat, pan*;

Progression in phonics
Step 3 Learning objectives
to hear and say phonemes in final position
to consolidate previously learned phoneme-grapheme correspondences, recognising that some alter in final position, e.g. ss, ck
to know more phoneme-grapheme correspondences: l, n, d, k, sh, ch
Step 4 Learning objectives
to hear and say phonemes in medial position (/a/, /e/, /i/, /o/, /u/)
to know more phoneme-grapheme correspondences (a, e, i, o, u and f, qu, ll, r, j, p, th, ng)
to segment to spell CVC words; to blend to read CVC words
Steps 5 and 6 as appropriate

Handwriting
Early Learning Goals p.66-67
- Use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed

NLS YR objectives
W12 to use a comfortable and efficient pencil grip;
W13 to produce a controlled line which supports letter formation;
W14 to write letters using the correct sequence of movements. (*Developing early writing* p.156-164)

Word level objectives

Word recognition, graphic knowledge and spelling
Early Learning Goals
Reading p.62-63
- Read a range of familiar and common words and simple sentences independently

NLS YR objectives
W5 to read on sight a range of familiar words, e.g. children's names, captions, labels, and words from favourite books;
W7 to read on sight the words from texts of appropriate difficulty.

Vocabulary extension
Early Learning Goals
Language for communication p.52-53
- Extend their vocabulary, exploring the meanings and sounds of words

NLS YR objectives
W11 to make collections of personal interest or significant words and words linked to particular topics.

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Narrative: language features (continued)

Text and sentence level objectives

Stepping Stones and Early Learning Goals

Language for communication p.50-51

- Enjoy listening to and using spoken written language, and readily turn to it in their play and learning
- Sustain attentive listening, responding to what they have heard by relevant comments, questions or actions
- Listen with enjoyment, and respond to stories, songs and other music, rhymes and poems and make up their own stories, songs, rhymes and poems

Language for communication p.54-55

- Speak clearly and audibly with confidence and control and show awareness of the listener, for example by their use of conventions such as greetings, 'please' and 'thank you'

Language for thinking p.58-59

- Use language to imagine and recreate roles and experiences
- Use talk to organise, sequence and clarify thinking, ideas, feelings and events

Reading p.62-63

- Explore and experiment with sounds, words and texts
- Retell narratives in the correct sequence, drawing on language patterns of stories
- Know that print carries meaning and, in English, is read from left to right and top to bottom
- Show an understanding of the elements of stories, such as main character, sequence of events, and openings, and how information can be found in non-fiction texts to answer questions about where, who, why and how

Writing p.64-65

- Use their phonic knowledge to write simple regular words and make phonetically plausible attempts at more complex words
- Attempt writing for different purposes, using features of different forms such as lists, stories and instructions
- Write their own names and other things such as labels and captions and begin to form simple sentences, sometimes using punctuation

NLS YR text level objectives

T2 to use a variety of cues when reading: knowledge of the story and its context, and awareness of how it should make sense grammatically;
T3 to re-read a text to provide context cues to help read unfamiliar words;
T4 to notice the difference between spoken and written forms through re-telling known stories; to compare 'told' versions with what the book 'says';
T5 to understand how story book language works and to use some formal elements when re-telling stories, e.g. 'Once there was ...', 'She lived in a little ...', 'he replied ...';
T6 to re-read frequently a variety of familiar texts, e.g. big books, story books, taped stories with texts, poems, information books, wall stories, captions, own and other children's writing;
T8 to locate and read significant parts of the text, e.g. picture captions, names of key characters, rhymes and chants, e.g. 'I'm a troll ...', 'You can't catch me I'm the Gingerbread Man ...', speech-bubbles, italicised, enlarged words;
T9 to be aware of story structures, e.g. actions/reactions, consequences, and the ways that stories are built up and concluded;
T12 through guided and independent writing:
d) to write sentences to match pictures or sequences of pictures;
T13 to think about and discuss what they intend to write, ahead of writing it;
T14 to use experience of stories, poems and simple recounts as a basis for independent writing, e.g. re-telling, substitution, extension, and through shared composition with adults.

NLS YR sentence level objectives

S1 to expect written text to make sense and to check for sense if it does not;
S2 to use awareness of the grammar of a sentence to predict words during shared reading and when re-reading familiar stories;
S3 that words are ordered left to right and need to be read that way to make sense.

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Non-fiction: information texts e.g. questions and answers	**Possible texts and materials** • Simple non-fiction texts • Key words linked to chosen topics • Information books to answer questions about where, who, why and how • Card prompts to include question words	**Possible outcome(s)** • A leaflet/zigzag books • A series of questions and answers linked to aspects of work in other areas of learning (oral/written) • Labels/captions for display

Phonics and handwriting

Linking sounds and letters
Stepping Stones
Early Learning Goals p.60-61
- Hear and say initial and final sounds in words, and short vowel sounds within words
- Link sounds to letters, naming and sounding the letters of the alphabet
- Use their phonic knowledge to write simple regular words and make phonetically plausible attempts at more complex words

NLS YR objectives
W2 knowledge of grapheme/phoneme correspondences through:
b) reading letter(s) that represent(s) the sound(s): a-z, ch, sh, th;
c) writing each letter in response to each sound: a-z, ch, sh, th;
d) identifying and writing initial and dominant phonemes in spoken words;
e) identifying and writing initial and final phonemes in consonant-vowel-consonant (CVC) words, e.g. *fit, mat, pan*;

Progression in phonics
Step 3 Learning objectives
to hear and say phonemes in final position
to consolidate previously learned phoneme-grapheme correspondences recognising that some alter in final position, e.g. ss, ck
to know more phoneme-grapheme correspondences: l, n, d, k, sh, ch
Step 4 Learning objectives
to hear and say phonemes in medial position (*/a/, /e/, /i/, /o/, /u/*)
to know more phoneme-grapheme correspondences (a, e, i, o, u and f, qu, b, r, j, p, th, ng)
to segment to spell CVC words; to blend to read CVC words
Steps 5 and 6 as appropriate

Handwriting
Early Learning Goals p.66-67
- Use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed

NLS YR objectives
W12 to use a comfortable and efficient pencil grip;
W13 to produce a controlled line which supports letter formation;
W14 to write letters using the correct sequence of movements. (*Developing early writing* p.156-164)

Word level objectives

Word recognition, graphic knowledge and spelling
Early Learning Goals
Reading p.62-63
- Read a range of familiar and common words and simple sentences independently

NLS YR objectives
W6 to read on sight the 45 high frequency words to be taught by the end of YR from Appendix List 1;
W7 to read on sight the words from texts of appropriate difficulty.

Vocabulary extension
Early Learning Goals
Language for communication p.52-53
- Extend their vocabulary, exploring the meanings and sounds of words

NLS YR objectives
W10 new words from their reading and shared experiences;
W11 to make collections of personal interest or significant words and words linked to particular topics.

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Non-fiction: information texts (continued)

Text and sentence level objectives

Stepping Stones and Early Learning Goals

Language for communication p.48-49

- Interact with others, negotiating plans and activities and taking turns in conversation

Language for thinking p.58-59

- Use language to imagine and recreate roles and experiences
- Use talk to organise, sequence and clarify thinking, ideas, feelings and events

Reading p.62-63

- Explore and experiment with sounds, words and texts
- Know that print carries meaning and, in English, is read from left to right and top to bottom
- Show an understanding of the elements of stories, such as main character, sequence of events, and openings, and how information can be found in non-fiction texts to answer questions about where, who, why and how

Writing p.64-65

- Use their phonic knowledge to write simple regular words and make phonetically plausible attempts at more complex words
- Attempt writing for different purposes, using features of different forms such as lists, stories and instructions
- Write their own names and other things such as labels and captions and begin to form simple sentences, sometimes using punctuation

NLS YR text level objectives

T2 to use a variety of cues when reading: knowledge of the story and its context, and awareness of how it should make sense grammatically;
T3 to re-read a text to provide context cues to help read unfamiliar words;
T6 to re-read frequently a variety of familiar texts, e.g. big books, story books, taped stories with texts, poems,
T12 through guided and independent writing:
d) to write sentences to match pictures or sequences of pictures;
T13 to think about and discuss what they intend to write, ahead of writing it;
T15 to use writing to communicate in a variety of ways, incorporating it into play and everyday classroom life, e.g. recounting their own experiences, lists, signs, directions, menus, labels, greeting cards, letters.

NLS YR sentence level objectives

S1 to expect written text to make sense and to check for sense if it does not;
S2 to use awareness of the grammar of a sentence to predict words during shared reading and when re-reading familiar stories;
S4 to use a capital letter for the start of own name.

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Year 1 medium-term plans

Year 1 Term ____

	Unit	Text	Sentence	Word	Wk	Text(s)	Suggested outcome(s)	Cross-curricular links (where appropriate)
1								
2								
3								
4								
5								
6								

Notes:

-
-
-

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Year 1 Term 1

- These units can be taught in any order, except where there are two parts (e.g. Narrative 1 and 2) in which case part 1 should precede part 2.
- Reordering the units may necessitate reallocating some sentence level objectives to different units.
- Word level objectives 1-6 are revision from Reception Year. Most children will be working on *Progression in phonics* steps 5-7. Bullet (i) refers to 'word recognition, graphic knowledge and spelling', bullet (ii) to 'vocabulary extension' and bullet (iii) to 'handwriting'.

Unit	Text	Sentence	Word	Wk	Text(s)	Suggested outcome(s)
Narrative 1 including *DEW* Unit 4 'Where's my teddy?'	1, 2, 4, 5, 8, 9	1, 2, 3, 4, 5, 8, 9 *DEW* p.78-82	***PiP* steps 5-7** i) 7, 9, 10+11 ii) 12 iii) 13, 14	2	• Stories with familiar settings	• Stories based on personal experiences or other stories
Poetry 1	1, 2, 4, 8, 10	1, 2	***PiP* steps 5-7** i) 7, 9, 10+11 ii) 12 iii) 13, 14	1/2	• Rhymes with predictable and repetitive patterns	• Poems based on models
Non-fiction 1: Captions/lists	1, 2, 8, 12, 14, 15	1, 2, 3, 4	***PiP* steps 5-7** i) 7, 8, 10+11 ii) 12 iii) 13, 14	2	• Signs, labels, captions, lists	• Captions, lists
Narrative 2	1, 2, 3, 4, 7, 8, 11	1, 2, 5, 6, 7, 8, *DEW* p.78-82	***PiP* steps 5-7** i) 7, 9, 10+11 ii) 12 iii) 13, 14	2	• Stories with familiar settings	• Role play • Oral retelling of stories • Class story book
Poetry 2	1, 2, 4, 6, 8, 10	1, 2	***PiP* steps 5-7** i) 7, 9, 10+11 ii) 12 iii) 13, 14	1/2	• Rhymes with predictable and repetitive patterns	• Poems based on models • Recitation of rhymes
Non-fiction 2: Instructions including *DEW* Unit 5 'How to use a printer'	1, 2, 8, 13, 16	1, 2, 4, 5, 6, 7, *DEW* p.78-82	***PiP* steps 5-7** i) 7, 8, 10+11 ii) 12 iii) 13, 14	2	• Instructions	• Instructions, labels

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Year 1 Term 1

Narrative 1 Including *Developing early writing* Unit 4 'Where's my teddy?' **Duration:** 3 weeks	**Text(s)** • Stories with familiar settings	**Suggested outcome(s)** • Stories based on personal experiences or other stories
Text level objectives	**Sentence level objectives**	**Word level objectives**
Pupils should be taught: **T1** to reinforce and apply their word level skills through shared and guided reading; **T2** to use phonological, contextual, grammatical and graphic knowledge to work out, predict and check the meanings of unfamiliar words and to make sense of what they read; **T4** to read familiar, simple stories and poems independently, to point while reading and make correspondence between words said and read; **T5** to describe story settings and incidents and relate them to own experience and that of others; **T8** through shared and guided writing to apply phonological, graphic knowledge and sight vocabulary to spell words accurately; **T9** to write about events in personal experience linked to a variety of familiar incidents from stories.	**Pupils should be taught:** **S1** to expect written text to make sense and to check for sense if it does not; **S2** to use awareness of the grammar of a sentence to decipher new or unfamiliar words, e.g. predict text from the grammar, read on, leave a gap and re-read; **S3** to draw on grammatical awareness, to read with appropriate expression and intonation, e.g. in reading to others, or to dolls, puppets; **S4** to write captions and simple sentences, and to re-read, recognising whether or not they make sense, e.g. missing words, wrong word order; **S5** to recognise full stops and capital letters when reading and name them correctly; **S8** to begin using full stops to demarcate sentences; **S9** to use a capital letter for the personal pronoun 'I' and for the start of a sentence. ***Developing early writing*** 'Developing the concept of a sentence' p.78-82	***Progression in phonics*** steps 5- 7 **Pupils should be taught:** **W7** for guided reading, to read on sight high frequency words specific to graded books matched to the abilities of reading groups; **W9** to read on sight approximately 30 high frequency words identified for Y1 and Y2 from Appendix List 1; **W10** to recognise the critical features of words, e.g. length, common spelling patterns and words within words; **W11** to spell common irregular words from Appendix List 1; **W12** new words from reading and shared experiences, and to make collections of personal interest or significant words and words linked to particular topics; **W13** to develop a comfortable and efficient pencil grip; **W14** to form lower case letters correctly in a script that will be easy to join later.
Suggested speaking and listening emphases • Describe story settings and incidents. • Talk about personal experiences related to stories read.		

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Year 1 Term 1

Poetry 1 **Duration:** 1/ 2 weeks	**Text(s)** • Rhymes with predictable and repetitive patterns	**Suggested outcome(s)** • Poems based on models
Text level objectives	**Sentence level objectives**	**Word level objectives**
Pupils should be taught: **T1** to reinforce and apply their word level skills through shared and guided reading; **T2** to use phonological, contextual, grammatical and graphic knowledge to work out, predict and check the meanings of unfamiliar words and to make sense of what they read; **T4** to read familiar, simple stories and poems independently, to point while reading and make correspondence between words said and read; **T8** through shared and guided writing to apply phonological, graphic knowledge and sight vocabulary to spell words accurately; T10 to use rhymes and patterned stories as models for their own writing.	**Pupils should be taught:** **S1** to expect written text to make sense and to check for sense if it does not; **S2** to use awareness of the grammar of a sentence to decipher new or unfamiliar words, e.g. predict text from the grammar, read on, leave a gap and re-read.	***Progression in phonics*** steps 5- 7 **Pupils should be taught:** **W7** for guided reading, to read on sight high frequency words specific to graded books matched to the abilities of reading groups; **W9** to read on sight approximately 30 high frequency words identified for Y1 and Y2 from Appendix List 1; **W10** to recognise the critical features of words, e.g. length, common spelling patterns and words within words; **W11** to spell common irregular words from Appendix List 1; **W12** new words from reading and shared experiences, and to make collections of personal interest or significant words and words linked to particular topics; **W13** to develop a comfortable and efficient pencil grip; **W14** to form lower case letters correctly in a script that will be easy to join later.
Suggested speaking and listening emphases • Talk about predicting and checking meanings of unfamiliar words. • Recognise and discuss rhyme in poems. • Recognise and discuss rhymes in own writing.		

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Year 1 Term 1

Non-fiction 1: Captions and lists **Duration:** 2 weeks	**Text(s)** • Signs, labels, captions, lists	**Suggested outcome(s)** • Captions, lists
Text level objectives	**Sentence level objectives**	**Word level objectives**
Pupils should be taught: **T1** to reinforce and apply their word level skills through shared and guided reading; **T2** to use phonological, contextual, grammatical and graphic knowledge to work out, predict and check the meanings of unfamiliar words and to make sense of what they read; **T8** through shared and guided writing to apply phonological, graphic knowledge and sight vocabulary to spell words accurately; **T12** to read and use captions, e.g. labels around the school, on equipment; **T14** to write captions for their own work, e.g. for display, in class books; **T15** to make simple lists for planning, reminding, etc.	**Pupils should be taught:** **S1** to expect written text to make sense and to check for sense if it does not; **S2** to use awareness of the grammar of a sentence to decipher new or unfamiliar words, e.g. predict text from the grammar, read on, leave a gap and re-read; **S3** to draw on grammatical awareness, to read with appropriate expression and intonation, e.g. in reading to others, or to dolls, puppets; **S4** to write captions and simple sentences, and to re-read, recognising whether or not they make sense, e.g. missing words, wrong word order.	***Progression in phonics*** steps 5- 7 **Pupils should be taught:** **W7** for guided reading, to read on sight high frequency words specific to graded books matched to the abilities of reading groups; **W8** to read on sight other familiar words, e.g. children's names, equipment labels, classroom captions; **W10** to recognise the critical features of words, e.g. length, common spelling patterns and words within words; **W11** to spell common irregular words from Appendix List 1; **W12** new words from reading and shared experiences, and to make collections of personal interest or significant words and words linked to particular topics; **W13** to develop a comfortable and efficient pencil grip; **W14** to form lower case letters correctly in a script that will be easy to join later.
Suggested speaking and listening emphases • Explain what a caption is. • Share ideas to compose a caption for own work and refine it together before writing.		

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Year 1 Term 1

Narrative 2 **Duration:** 2 weeks	**Text(s)** • Stories with familiar settings	**Suggested outcome(s)** • Role play • Oral retelling of stories • Class story book
Text level objectives	**Sentence level objectives**	**Word level objectives**
Pupils should be taught: **T1** to reinforce and apply their word-level skills through shared and guided reading; **T2** to use phonological, contextual, grammatical and graphic knowledge to work out, predict and check the meanings of unfamiliar words and to make sense of what they read; **T3** to notice the difference between spoken and written forms through re-telling known stories; compare oral versions with the written text; **T4** to read familiar, simple stories and poems independently, to point while reading and make correspondence between words said and read; **T7** to re-enact stories in a variety of ways, e.g. through role-play, using dolls or puppets; **T8** through shared and guided writing to apply phonological, graphic knowledge and sight vocabulary to spell words accurately; **T11** to make simple picture storybooks with sentences, modelling them on basic text conventions, e.g. cover, author's name, title, layout.	**Pupils should be taught:** **S1** to expect written text to make sense and to check for sense if it does not; **S2** to use awareness of the grammar of a sentence to decipher new or unfamiliar words, e.g. predict text from the grammar, read on, leave a gap and re-read; **S5** to recognise full stops and capital letters when reading, and name them correctly; **S6** to begin using the term *sentence* to identify sentences in text; **S7** that a line of writing is not necessarily the same as a sentence; **S8** to begin using full stops to demarcate sentences. ***Developing early writing*** 'Developing the concept of a sentence' p.78-82	***Progression in phonics*** steps 5- 7 **Pupils should be taught:** **W7** for guided reading, to read on sight high frequency words specific to graded books matched to the abilities of reading groups; **W9** to read on sight approximately 30 high frequency words identified for Y1 and Y2 from Appendix List 1; **W10** to recognise the critical features of words, e.g. length, common spelling patterns and words within words; **W11** to spell common irregular words from Appendix List 1; **W12** new words from reading and shared experiences, and to make collections of personal interest or significant words and words linked to particular topics; **W13** to develop a comfortable and efficient pencil grip; **W14** to form lower case letters correctly in a script that will be easy to join later.
Suggested speaking and listening emphases • Retell known stories. • Compare oral and written versions of known stories. • Re-enact known stories through role play.		

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Year 1 Term 1

Poetry 2 **Duration:** 1/2 weeks	**Text(s)** • Rhymes with predictable and repetitive patterns	**Suggested outcome(s)** • Poems based on models • Recitation of rhymes
Text level objectives	**Sentence level objectives**	**Word level objectives**
Pupils should be taught: **T1** to reinforce and apply their word-level skills through shared and guided reading; **T2** to use phonological, contextual, grammatical and graphic knowledge to work out, predict and check the meanings of unfamiliar words and to make sense of what they read; **T4** to read familiar, simple stories and poems independently, to point while reading and make correspondence between words said and read; **T6** to recite stories and rhymes with predictable and repeating patterns, extemporising on patterns orally by substituting words and phrases, extending patterns, inventing patterns and playing with rhyme; **T8** through shared and guided writing to apply phonological, graphic knowledge and sight vocabulary to spell words accurately; **T10** to use rhymes and patterned stories as models for their own writing.	**Pupils should be taught:** **S1** to expect written text to make sense and to check for sense if it does not; **S2** to use awareness of the grammar of a sentence to decipher new or unfamiliar words, e.g. predict text from the grammar, read on, leave a gap and re-read.	***Progression in phonics*** steps 5-7 **Pupils should be taught:** **W7** for guided reading, to read on sight high frequency words specific to graded books matched to the abilities of reading groups; **W9** to read on sight approximately 30 high frequency words identified for Y1 and Y2 from Appendix List 1; **W10** to recognise the critical features of words, e.g. length, common spelling patterns and words within words; **W11** to spell common irregular words from Appendix List 1; **W12** new words from reading and shared experiences, and to make collections of personal interest or significant words and words linked to particular topics; **W13** to develop a comfortable and efficient pencil grip; **W14** to form lower case letters correctly in a script that will be easy to join later.
Suggested speaking and listening emphases • Listen to a range of rhymes and recognise the repeated patterns. • Recite a poem with a predictable rhyme. • Play with rhymes by changing words at the end of lines.		

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Year 1 Term 1

Non-fiction 2: Instructions Including *Developing early writing* Unit 5 'How to use a printer' **Duration:** 2 weeks	**Text(s)** • Instructions	**Suggested outcome(s)** • Instructions, labels
Text level objectives	**Sentence level objectives**	**Word level objectives**
Pupils should be taught: **T1** to reinforce and apply their word-level skills through shared and guided reading; **T2** to use phonological, contextual, grammatical and graphic knowledge to work out, predict and check the meanings of unfamiliar words and to make sense of what they read; **T8** through shared and guided writing to apply phonological, graphic knowledge and sight vocabulary to spell words accurately; **T13** to read and follow simple instructions, e.g. for classroom routines, lists for groups in workbooks; **T16** to write and draw simple instructions and labels for everyday classroom use, e.g. in role-play area, for equipment.	**Pupils should be taught:** **S1** to expect written text to make sense and to check for sense if it does not; **S2** to use awareness of the grammar of a sentence to decipher new or unfamiliar words, e.g. predict text from the grammar, read on, leave a gap and re-read; **S4** to write captions and simple sentences, and to re-read, recognising whether or not they make sense, e.g. missing words, wrong word order; **S5** to recognise full stops and capital letters when reading, and name them correctly; **S6** to begin using the term *sentence* to identify sentences in text; **S7** that a line of writing is not necessarily the same as a sentence. ***Developing early writing*** 'Developing the concept of a sentence' p.78-82	***Progression in phonics*** steps 5- 7 **Pupils should be taught:** **W7** for guided reading, to read on sight high frequency words specific to graded books matched to the abilities of reading groups; **W8** to read on sight other familiar words, e.g. children's names, equipment labels, classroom captions; **W10** to recognise the critical features of words, e.g. length, common spelling patterns and words within words; **W11** to spell common irregular words from Appendix List 1; **W12** new words from reading and shared experiences, and to make collections of personal interest or significant words and words linked to particular topics; **W13** to develop a comfortable and efficient pencil grip; **W14** to form lower case letters correctly in a script that will be easy to join later.
Suggested speaking and listening emphases • Follow a simple instruction. • Give a simple instruction. • Share ideas to compose an instruction before writing it down.		

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Year 1 Term 2

- These units can be taught in any order, except where there are two parts (e.g. Narrative 1 and 2) in which case part 1 should precede part 2.
- Reordering the units may necessitate reallocating some sentence level objectives to different units.
- Word level objectives 1-3 are revision from Year 1 Term 1. Most children will be working on *Progression in phonics* steps 6-7. Bullet (i) refers to 'word recognition, graphic knowledge and spelling', bullet (ii) to vocabulary extension' and bullet (iii) to 'handwriting'.

Unit	Text	Sentence	Word	Wk	Text(s)	Suggested outcome(s)
Narrative 1	1, 2, 3, 5, 8, 9, 12, 15	1, 2, 3, 4, 7, *DEW* p.78-82	***PiP* steps 6-7** i) 4, 8, 7+9 ii) 10 iii) 11	2	• Traditional stories with familiar, predictable and patterned language	• Role play • Character profile
Non-fiction 1	1, 2, 3, 12, 17, 18, 19, 22, 23, 24, 25	1, 2, 3, 4, 7, *DEW* p.78-82	***PiP* steps 6-7** i) 4, 5, 7+9 ii) 10 iii) 11	2	• Information books	• Material for a book and/or class display, e.g. labels, captions, statements, questions, charts and lists
Poetry	1, 2, 3, 11, 12, 13	1, 2, 3	***PiP* steps 6-7** i) 4, 6, 7+9 ii) 10 iii) 11	2	• Traditional rhymes • Poems with familiar, predictable and patterned language from a range of cultures, including playground chants, action verses and rhymes	• Additional lines/verses to a poem
Narrative 2 including *DEW* Unit 6 'Cinderella'	1, 2, 3, 4, 6, 7, 10, 12, 14, 16	1, 2, 3, 5, 6, *DEW* p.78-82	***PiP* steps 6-7** i) 4, 5, 7+9 ii) 10 iii) 11	2	• Fairy stories from a range of cultures • Plays	• Story based on known structure
Non-fiction 2 including *DEW* Unit 7 'Wheels'	1, 2, 3, 12, 18, 19, 20, 21, 25	1, 2, 3, 4, 5, 6, *DEW* p.78-82	***PiP* steps 6-7** i) 4, 6, 7+9 ii) 10 iii) 11	2	• Non-chronological reports • Simple dictionaries	• Simple non-chronological report

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Year 1 Term 2

Narrative 1 **Duration:** 2 weeks	**Text(s)** • Traditional stories with familiar, predictable and patterned language	**Suggested outcome(s)** • Role play • Character profile
Text level objectives	**Sentence level objectives**	**Word level objectives**
Pupils should be taught: **T1** to reinforce and apply their word-level skills through shared and guided reading; **T2** to use phonological, contextual, grammatical and graphic knowledge to work out, predict and check the meanings of unfamiliar words and to make sense of what they read; **T3** to choose and read familiar books with concentration and attention, discuss preferences and give reasons; **T5** to identify and record some key features of story language from a range of stories, and to practise reading and using them, e.g. in oral retellings; **T8** to identify and discuss characters, e.g. appearance, behaviour, qualities; to speculate about how they might behave; to discuss how they are described in the text; and to compare characters from different stories or plays; **T9** to become aware of character and dialogue, e.g. by role-playing parts when reading aloud stories or plays with others; **T12** through shared and guided writing to apply phonological, graphic knowledge and sight vocabulary to spell words accurately; **T15** to build simple profiles of characters from stories read, describing characteristics, appearances, behaviour with pictures, single words, captions, words and sentences from text.	**Pupils should be taught:** **S1** to expect reading to make sense and check if it does not, and to read aloud using expression appropriate to the grammar of the text; **S2** to use awareness of the grammar of a sentence to decipher new or unfamiliar words, e.g. predict text from the grammar, read on, leave a gap and re-read; **S3** to predict words from preceding words in sentences and investigate the sorts of words that 'fit', suggesting appropriate alternatives, i.e. that make sense; **S4** to recognise full stops and capital letters when reading and understand how they affect the way a passage is read; **S7** to use capital letters for the personal pronoun 'I', for names and for the start of a sentence. ***Developing early writing*** 'Developing the concept of a sentence' p.78-82	***Progression in phonics*** steps 6- 7 **Pupils should be taught:** **W4** for guided reading to read on sight high frequency words specific to graded reading books matched to the abilities of reading groups; **W7** to recognise the critical features of words, e.g. length, common spelling patterns and words within words; **W8** to investigate and learn spellings of words with 's' for plurals; **W9** to spell common-irregular words from Appendix List 1; **W10** new words from reading and shared experiences and to make collections of personal interest or significant words and words linked to particular topics; **W11** to practise handwriting in conjunction with spelling and independent writing, ensuring correct letter orientation, formation and proportion, in a style that makes the letters easy to join later.
Suggested speaking and listening emphases • In oral retellings, identify the main events of a story using some features of story language. • Identify and discuss characters, their behaviour and description. • Discuss book preferences and give reasons.		

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Year 1 Term 2

Non-fiction 1 **Duration:** 2 weeks	**Text(s)** • Information books	**Suggested outcome(s)** • Material for a book and/or class display, e.g. labels, captions, statements, questions, charts and lists
Text level objectives	**Sentence level objectives**	**Word level objectives**
Pupils should be taught: **T1** to reinforce and apply their word-level skills through shared and guided reading; **T2** to use phonological, contextual, grammatical and graphic knowledge to work out, predict and check the meanings of unfamiliar words and to make sense of what they read; **T3** to choose and read familiar books with concentration and attention, discuss preferences and give reasons; **T12** through shared and guided writing to apply phonological, graphic knowledge and sight vocabulary to spell words accurately; **T17** to use terms 'fiction' and 'non-fiction', noting some of their differing features, e.g. layout, titles, contents page, use of pictures, labelled diagrams; **T18** to read non-fiction books and understand that the reader doesn't need to go from start to finish but selects according to what is needed; **T19** to predict what a given book might be about from a brief look at both front and back covers, including blurb, title, illustration; to discuss what it might tell in advance of reading and check to see if it does; **T22** to write labels for drawings and diagrams, e.g. growing beans, parts of the body; **T23** to produce extended captions, e.g. to explain paintings in wall displays or to describe artefacts; **T24** to write simple questions, e.g. as part of interactive display (*'How many ...?', 'Where is your house ...?'*); **T25** to assemble information from own experience, e.g. food, pets; to use simple sentences to describe, based on examples from reading; to write simple non-chronological reports; and to organise in lists, separate pages, charts.	**Pupils should be taught:** **S1** to expect reading to make sense and check if it does not, and to read aloud using expression appropriate to the grammar of the text; **S2** to use awareness of the grammar of a sentence to decipher new or unfamiliar words, e.g. predict text from the grammar, read on, leave a gap and re-read; **S3** to predict words from preceding words in sentences and investigate the sorts of words that 'fit', suggesting appropriate alternatives, i.e. that make sense; **S4** to recognise full stops and capital letters when reading and understand how they affect the way a passage is read; **S7** to use capital letters for the personal pronoun 'I', for names and for the start of a sentence. ***Developing early writing*** 'Developing the concept of a sentence' p.78-82	***Progression in phonics*** steps 6- 7 **Pupils should be taught:** **W4** for guided reading to read on sight high frequency words specific to graded reading books matched to the abilities of reading groups; **W5** to read on sight other familiar words, e.g. children's names, equipment labels, classroom captions; **W7** to recognise the critical features of words, e.g. length, common spelling patterns and words within words; **W9** to spell common irregular words from Appendix List 1; **W10** new words from reading and shared experiences and to make collections of personal interest or significant words and words linked to particular topics; **W11** to practise handwriting in conjunction with spelling and independent writing, ensuring correct letter orientation, formation and proportion, in a style that makes the letters easy to join later.
Suggested speaking and listening emphases • Share ideas to compose captions for paintings, pictures or artefacts. • Talk about differences between fiction and non-fiction books. • Discuss what you can find out about a book in advance of reading it.		

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Year 1 Term 2

Poetry **Duration:** 2 weeks	**Text(s)** • Traditional rhymes • Poems with familiar, predictable and patterned language from a range of cultures, including playground chants, action verses and rhymes	**Suggested outcome(s)** • Additional lines/verses to a poem
Text level objectives	**Sentence level objectives**	**Word level objectives**
Pupils should be taught: **T1** to reinforce and apply their word-level skills through shared and guided reading; **T2** to use phonological, contextual, grammatical and graphic knowledge to work out, predict and check the meanings of unfamiliar words and to make sense of what they read; **T3** to choose and read familiar books with concentration and attention, discuss preferences and give reasons; **T11** to learn and recite simple poems and rhymes, with actions, and to re-read them from the text; **T12** through shared and guided writing to apply phonological, graphic knowledge and sight vocabulary to spell words accurately; **T13** to substitute and extend patterns from reading through language play, e.g. by using same lines and introducing new words, extending rhyming or alliterative patterns, adding further rhyming words, lines.	**Pupils should be taught:** **S1** to expect reading to make sense and check if it does not, and to read aloud using expression appropriate to the grammar of the text; **S2** to use awareness of the grammar of a sentence to decipher new or unfamiliar words, e.g. predict text from the grammar, read on, leave a gap and re-read; **S3** to predict words from preceding words in sentences and investigate the sorts of words that 'fit', suggesting appropriate alternatives, i.e. that make sense.	***Progression in phonics*** steps 6- 7 **Pupils should be taught:** **W4** for guided reading to read on sight high frequency words specific to graded reading books matched to the abilities of reading groups; **W6** to read on sight approximately 30 more high frequency words from Appendix List 1; **W7** to recognise the critical features of words, e.g. length, common spelling patterns and words within words; **W9** to spell common irregular words from Appendix List 1; **W10** new words from reading and shared experiences and to make collections of personal interest or significant words and words linked to particular topics; **W11** to practise handwriting in conjunction with spelling and independent writing, ensuring correct letter orientation, formation and proportion, in a style that makes the letters easy to join later.
Suggested speaking and listening emphases • Learn and recite simple poems read aloud. • Play with language to extend rhyming and alliterative poems.		

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Year 1 Term 2

Narrative 2 Including *Developing early writing* Unit 6 'Cinderella' **Duration:** 2 weeks	**Text(s)** • Fairy stories from a range of cultures • Plays	**Suggested outcome(s)** • Story based on known structure
Text level objectives	**Sentence level objectives**	**Word level objectives**
Pupils should be taught: **T1** to reinforce and apply their word-level skills through shared and guided reading; **T2** to use phonological, contextual, grammatical and graphic knowledge to work out, predict and check the meanings of unfamiliar words and to make sense of what they read; **T3** to choose and read familiar books with concentration and attention, discuss preferences and give reasons; **T4** to re-tell stories, giving the main points in sequence and to notice differences between written and spoken forms in re-telling, e.g. by comparing oral versions with the written text; to refer to relevant phrases and sentences; **T6** to identify and discuss a range of story themes, and to collect and compare; **T7** to discuss reasons for, or causes of, incidents in stories; **T10** to identify and compare basic story elements, e.g. beginnings and endings in different stories; **T12** through shared and guided writing to apply phonological, graphic knowledge and sight vocabulary to spell words accurately; **T14** to represent outlines of story plots using, e.g. captions, pictures, arrows to record main incidents in order, e.g. to make a class book, wall story, own version; **T16** to use some of the elements of known stories to structure own writing.	**Pupils should be taught:** **S1** to expect reading to make sense and check if it does not, and to read aloud using expression appropriate to the grammar of the text; **S2** to use awareness of the grammar of a sentence to decipher new or unfamiliar words, e.g. predict text from the grammar, read on, leave a gap and re-read; **S3** to predict words from preceding words in sentences and investigate the sorts of words that 'fit', suggesting appropriate alternatives, i.e. that make sense; **S5** to continue demarcating sentences in writing, ending a sentence with a full stop; **S6** to use the term *sentence* appropriately to identify sentences in text, i.e. those demarcated by capital letters and full stops. ***Developing early writing*** 'Developing the concept of a sentence' p.78-82	***Progression in phonics*** steps 6- 7 **Pupils should be taught:** **W4** for guided reading to read on sight high frequency words specific to graded reading books matched to the abilities of reading groups; **W5** to read on sight other familiar words, e.g. children's names, equipment labels, classroom captions; **W7** to recognise the critical features of words, e.g. length, common spelling patterns and words within words; **W9** to spell common irregular words from Appendix List 1; **W10** new words from reading and shared experiences and to make collections of personal interest or significant words and words linked to particular topics; **W11** to practise handwriting in conjunction with spelling and independent writing, ensuring correct letter orientation, formation and proportion, in a style that makes the letters easy to join later.
Suggested speaking and listening emphases • Retell stories, giving the main points in sequence. • Identify and discuss story themes. • Recall and retell the main incident from a story and explain why it happened.		

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Year 1 Term 2

Non-fiction 2 Including *Developing early writing* Unit 7 'Wheels' **Duration:** 2 weeks	**Text(s)** • Non-chronological reports • Simple dictionaries	**Suggested outcome(s)** • Simple non-chronological report
Text level objectives	**Sentence level objectives**	**Word level objectives**
Pupils should be taught: **T1** to reinforce and apply their word-level skills through shared and guided reading; **T2** to use phonological, contextual, grammatical and graphic knowledge to work out, predict and check the meanings of unfamiliar words and to make sense of what they read; **T3** to choose and read familiar books with concentration and attention, discuss preferences and give reasons; **T12** through shared and guided writing to apply phonological, graphic knowledge and sight vocabulary to spell words accurately; **T18** to read non-fiction books and understand that the reader does not need to go from start to finish but selects according to what is needed; **T19** to predict what a given book might be about from a brief look at both front and back covers, including blurb, title, illustration; to discuss what it might tell in advance of reading and check to see if it does; **T20** to use simple dictionaries, and to understand their alphabetical organisation; **T21** to understand the purpose of contents pages and indexes and to begin to locate information by page numbers and words by initial letter; **T25** to assemble information from own experience, e.g. food, pets; to use simple sentences to describe, based on examples from reading; to write simple non-chronological reports; and to organise in lists, separate pages, charts.	**Pupils should be taught:** **S1** to expect reading to make sense and check if it does not, and to read aloud using expression appropriate to the grammar of the text; **S2** to use awareness of the grammar of a sentence to decipher new or unfamiliar words, e.g. predict text from the grammar, read on, leave a gap and re-read; **S3** to predict words from preceding words in sentences and investigate the sorts of words that 'fit', suggesting appropriate alternatives, i.e. that make sense; **S4** to recognise full stops and capital letters when reading and understand how they affect the way a passage is read; **S5** to continue demarcating sentences in writing, ending a sentence with a full stop; **S6** to use the term *sentence* appropriately to identify sentences in text, i.e. those demarcated by capital letters and full stops. ***Developing early writing*** 'Developing the concept of a sentence' p.78-82	***Progression in phonics*** steps 6- 7 **Pupils should be taught:** **W4** for guided reading to read on sight high frequency words specific to graded reading books matched to the abilities of reading groups; **W6** to read on sight approximately 30 more high frequency words from Appendix List 1; **W7** to recognise the critical features of words, e.g. length, common spelling patterns and words within words; **W9** to spell common irregular words from Appendix List 1; **W10** new words from reading and shared experiences and to make collections of personal interest or significant words and words linked to particular topics; **W11** to practise handwriting in conjunction with spelling and independent writing, ensuring correct letter orientation, formation and proportion, in a style that makes the letters easy to join later.
Suggested speaking and listening emphases • Predict and discuss what a non-fiction book might be about (from front and back covers, blurb, title, illustrations). • Discuss organisation of non-fiction books. • Talk about how to assemble information on a given theme.		

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Year 1 Term 3

- These units can be taught in any order, except where there are two parts (e.g. Narrative 1 and 2) in which case part 1 should precede part 2.
- Reordering the units may necessitate reallocating some sentence level objectives to different units.
- Word level objective 1 is revision from Year 1 Term 2. Most children will be working on *Progression in phonics* step 7. Bullet (i) refers to 'word recognition, graphic knowledge and spelling', bullet (ii) to 'vocabulary extension' and bullet (iii) to 'handwriting'.

Unit	Text	Sentence	Word	Wk	Text(s)	Suggested outcome(s)
Narrative 1	1, 2, 3, 4, 5, 6, 10, 12, 13	1, 2, 3, 6	***PiP* step 7** i) 2, 3, 5+7 ii) 8 iii) 10	2	• Stories about fantasy worlds	• Oral retelling of stories • Writing about significant incidents from stories
Poetry 1	1, 2, 9, 10, 11, 12, 15	1, 2, 4, 5	***PiP* step 7** i) 2, 4, 6 (ing), 5+7 ii) 8 iii) 10	1/2	• Poems with patterned and predictable structures	• Poems with given patterns • Collection of poems for class anthology
Non-fiction 1: Recount including *DEW* Unit 9 'The Day the Fire Engine Came to School'	1, 2, 12, 18, 20	1, 2, 3, 5, 6, 7	***PiP* step 7** i) 2, 3, 5+7 ii) 8, 9 iii) 10	2	• Recounts	• Recount
Narrative 2	1, 2, 4, 7, 8, 12, 14	1, 2, 4, 5, 6	***PiP* step 7** i) 2, 4, 6 (ing), 5+7 ii) 8 iii) 10	2	• Stories about fantasy worlds	• Story with simple setting
Poetry 2 including *DEW* Unit 8 'The Magic Box'	1, 2, 9, 10, 11, 12, 15, 16	1, 2, 3	***PiP* step 7** i) 2, 3, 5+7 ii) 8, 9 iii) 10	1/2	• A variety of poems on similar themes	• Thematic poems • Oral presentation of own poems
Non-fiction 2: Information texts	1, 2, 12, 17, 19, 21, 22	1, 2, 4, 5, 7	***PiP* step 7** i) 2, 4, 6 (ed), 5+7 ii) 8 iii) 10	2	• Information texts	• Questions and answers on non-fiction theme • Class book

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Year 1 Term 3

Narrative 1 **Duration:** 2 weeks	**Text(s)** • Stories about fantasy worlds	**Suggested outcome(s)** • Oral retelling of stories • Writing about significant incidents from stories
Text level objectives	**Sentence level objectives**	**Word level objectives**
Pupils should be taught: **T1** to reinforce and apply their word-level skills through shared and guided reading; **T2** to use phonological, contextual, grammatical and graphic knowledge to work out, predict and check the meanings of unfamiliar words and to make sense of what they read; **T3** to notice the difference between spoken and written forms through re-telling known stories; compare oral versions with the written text; **T4** to read with sufficient concentration to complete a text, and to identify preferences and give reasons; **T5** to re-tell stories, to give the main points in sequence and to pick out significant incidents; **T6** to prepare and re-tell stories orally, identifying and using some of the more formal features of story language; **T10** to compare and contrast preferences and common themes in stories and poems; **T12** through shared and guided writing to apply phonological, graphic knowledge and sight vocabulary to spell words accurately; **T13** to write about significant incidents from known stories	**Pupils should be taught:** **S1** to expect reading to make sense and check if it does not; **S2** to use awareness of the grammar of a sentence to decipher new or unfamiliar words, e.g. predict text from the grammar, read on, leave a gap and re-read; **S3** to read familiar texts aloud with pace and expression appropriate to the grammar, e.g. pausing at full stops, raising voice for questions; **S6** through reading and writing, to reinforce knowledge of term *sentence* from previous terms. ***Developing early writing*** 'Developing the concept of a sentence' p.78-82	***Progression in phonics*** step 7 **Pupils should be taught:** **W2** to read on sight high frequency words specific to graded books matched to the abilities of reading groups; **W3** to read on sight other familiar words; **W5** to recognise words by common spelling patterns; **W7** to spell common irregular words from Appendix List 1; **W8** new words from reading and shared experiences, and to make collections of personal interest or significant words and words linked to particular topics; **W10** to practise handwriting in conjunction with spelling (above) and independent writing, ensuring correct letter orientation, formation and proportion, in a style that makes the letters easy to join later.
Suggested speaking and listening emphases • Listen to stories read and told by other children. • Prepare and retell a story emphasising the key events and using the features of story language. • Talk about themes and justify preferences in stories.		

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Year 1 Term 3

Poetry 1 Duration: 1/2 weeks	**Text(s)** • Poems with patterned and predictable structures	**Suggested outcome(s)** • Poems with given patterns • Collection of poems for class anthology
Text level objectives	**Sentence level objectives**	**Word level objectives**
Pupils should be taught: **T1** to reinforce and apply their word-level skills through shared and guided reading; **T2** to use phonological, contextual, grammatical and graphic knowledge to work out, predict and check the meanings of unfamiliar words and to make sense of what they read; **T9** to read a variety of poems on similar themes, e.g. families, school, food; **T10** to compare and contrast preferences and common themes in stories and poems; **T11** to collect class and individual favourite poems for class anthologies, participate in reading aloud; **T12** through shared and guided writing to apply phonological, graphic knowledge and sight vocabulary to spell words accurately; **T15** to use poems or parts of poems as models for own writing, e.g. by substituting words or elaborating on the text.	**Pupils should be taught:** **S1** to expect reading to make sense and check if it does not; **S2** to use awareness of the grammar of a sentence to decipher new or unfamiliar words, e.g. predict text from the grammar, read on, leave a gap and re-read; **S4** about word order, e.g. by re-ordering sentences, predicting words from previous text, grouping a range of words that might 'fit', and discussing the reasons why; **S5** other common uses of capitalisation, e.g. for personal titles *(Mr, Miss)*, headings, book titles, emphasis.	***Progression in phonics*** step 7 **Pupils should be taught:** **W2** to read on sight high frequency words specific to graded books matched to the abilities of reading groups; **W4** to read on sight approximately 30 more high frequency words from Appendix List 1; **W5** to recognise words by common spelling patterns; **W6** to investigate and learn spellings of verbs with 'ed' (past tense), 'ing' (present tense) endings; **W7** to spell common irregular words from Appendix List 1; **W8** new words from reading and shared experiences, and to make collections of personal interest or significant words and words linked to particular topics; **W10** to practise handwriting in conjunction with spelling (above) and independent writing, ensuring correct letter orientation, formation and proportion, in a style that makes the letters easy to join later.
Suggested speaking and listening emphases • Discuss preferences for a range of poems to be included in class anthology. • Share ideas for writing own poem, discussing which words to be substituted or elaborated on.		

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Year 1 Term 3

Non-fiction 1: Recount Including *Developing early writing* Unit 9 The Day 'Fire Engine Came to School' **Duration:** 2 weeks	**Text(s)** • Recounts	**Suggested outcome(s)** • Recount
Text level objectives	**Sentence level objectives**	**Word level objectives**
Pupils should be taught: **T1** to reinforce and apply their word-level skills through shared and guided reading; **T2** to use phonological, contextual, grammatical and graphic knowledge to work out, predict and check the meanings of unfamiliar words and to make sense of what they read; **T12** through shared and guided writing to apply phonological, graphic knowledge and sight vocabulary to spell words accurately; **T18** to read recounts and begin to recognise generic structure, e.g. ordered sequence of events, use of words like *first, next, after, when*; **T20** to write simple recounts linked to topics of interest/study or to personal experience, using the language of texts read as models for own writing. Make group/class books, e.g. *Our day at school, Our trip to ...* .	**Pupils should be taught:** **S1** to expect reading to make sense and check if it does not; **S2** to use awareness of the grammar of a sentence to decipher new or unfamiliar words, e.g. predict text from the grammar, read on, leave a gap and re-read; **S3** to read familiar texts aloud with pace and expression appropriate to the grammar, e.g. pausing at full stops, raising voice for questions; **S5** other common uses of capitalisation, e.g. for personal titles *(Mr, Miss)*, headings, book titles, emphasis; **S6** through reading and writing, to reinforce knowledge of term *sentence* from previous terms; **S7** to add question marks to questions. ***Developing early writing*** 'Developing the concept of a sentence' p.78-82	***Progression in phonics*** step 7 **Pupils should be taught:** **W2** to read on sight high frequency words specific to graded books matched to the abilities of reading groups; **W3** to read on sight other familiar words; **W5** to recognise words by common spelling patterns; **W7** to spell common irregular words from Appendix List 1; **W8** new words from reading and shared experiences, and to make collections of personal interest or significant words and words linked to particular topics; **W9** the terms *vowel* and *consonant*; **W10** to practise handwriting in conjunction with spelling (above) and independent writing, ensuring correct letter orientation, formation and proportion, in a style that makes the letters easy to join later.
Suggested speaking and listening emphases • Recall a sequence of events. • Find and discuss sequencing words in recounts. • Retell the sequence of events and begin to use the language of recounts.		

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Year 1 Term 3

Narrative 2 **Duration:** 2 weeks	**Text(s)** • Stories about fantasy worlds	**Suggested outcome(s)** • Story with simple setting
Text level objectives	**Sentence level objectives**	**Word level objectives**
Pupils should be taught: **T1** to reinforce and apply their word-level skills through shared and guided reading; **T2** to use phonological, contextual, grammatical and graphic knowledge to work out, predict and check the meanings of unfamiliar words and to make sense of what they read; **T4** to read with sufficient concentration to complete a text, and to identify preferences and give reasons; **T7** to use titles, cover pages, pictures and 'blurbs' to predict the content of unfamiliar stories; **T8** to compare and contrast stories with a variety of settings, e.g. space, imaginary lands, animal homes; **T12** through shared and guided writing to apply phonological, graphic knowledge and sight vocabulary to spell words accurately; **T14** to write stories using simple settings, e.g. based on previous reading.	**Pupils should be taught:** **S1** to expect reading to make sense and check if it does not; **S2** to use awareness of the grammar of a sentence to decipher new or unfamiliar words, e.g. predict text from the grammar, read on, leave a gap and re-read; **S4** about word order, e.g. by re-ordering sentences, predicting words from previous text, grouping a range of words that might 'fit', and discussing the reasons why; **S5** other common uses of capitalisation, e.g. for personal titles *(Mr, Miss)*, headings, book titles, emphasis; **S6** through reading and writing, to reinforce knowledge of term *sentence* from previous terms. ***Developing early writing*** 'Developing the concept of a sentence' p.78-82	***Progression in phonics*** step 7 **Pupils should be taught:** **W2** to read on sight high frequency words specific to graded books matched to the abilities of reading groups; **W4** to read on sight approximately 30 more high frequency words from Appendix List 1; **W5** to recognise words by common spelling patterns; **W6** to investigate and learn spellings of verbs with 'ed' (past tense), 'ing' (present tense) endings; **W7** to spell common irregular words from Appendix List 1; **W8** new words from reading and shared experiences, and to make collections of personal interest or significant words and words linked to particular topics; **W10** to practise handwriting in conjunction with spelling (above) and independent writing, ensuring correct letter orientation, formation and proportion, in a style that makes the letters easy to join later.
Suggested speaking and listening emphases • Predict and discuss the content of stories prior to reading. • Use talk to compare and contrast story settings.		

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Year 1 Term 3

Poetry 2 Including *Developing early writing* Unit 8 'The Magic Box' **Duration:** 1/2 weeks	**Text(s)** • A variety of poems on similar themes	**Suggested outcome(s)** • Thematic poems • Oral presentation of own poems
Text level objectives	**Sentence level objectives**	**Word level objectives**
Pupils should be taught: **T1** to reinforce and apply their word-level skills through shared and guided reading; **T2** to use phonological, contextual, grammatical and graphic knowledge to work out, predict and check the meanings of unfamiliar words and to make sense of what they read; **T9** to read a variety of poems on similar themes, e.g. families, school, food; **T10** to compare and contrast preferences and common themes in stories and poems; **T11** to collect class and individual favourite poems for class anthologies, participate in reading aloud; **T12** through shared and guided writing to apply phonological, graphic knowledge and sight vocabulary to spell words accurately; **T15** to use poems or parts of poems as models for own writing, e.g. by substituting words or elaborating on the text; **T16** to compose own poetic sentences, using repetitive patterns, carefully selected sentences and imagery.	**Pupils should be taught:** **S1** to expect reading to make sense and check if it does not; **S2** to use awareness of the grammar of a sentence to decipher new or unfamiliar words, e.g. predict text from the grammar, read on, leave a gap and re-read; **S3** to read familiar texts aloud with pace and expression appropriate to the grammar, e.g. pausing at full stops, raising voice for questions.	***Progression in phonics*** step 7 **Pupils should be taught:** **W2** to read on sight high frequency words specific to graded books matched to the abilities of reading groups; **W3** to read on sight other familiar words; **W5** to recognise words by common spelling patterns; **W7** to spell common irregular words from Appendix List 1; **W8** new words from reading and shared experiences, and to make collections of personal interest or significant words and words linked to particular topics; **W9** the terms *vowel* and *consonant*; **W10** to practise handwriting in conjunction with spelling (above) and independent writing, ensuring correct letter orientation, formation and proportion, in a style that makes the letters easy to join later.
Suggested speaking and listening emphases • Discuss themes and preferences in poems.		

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Year 1 Term 3

Non-fiction 2: Information texts Duration: 2 weeks	Text(s) • Information texts	Suggested outcome(s) • Questions and answers on non-fiction theme • Class book
Text level objectives	**Sentence level objectives**	**Word level objectives**
Pupils should be taught: **T1** to reinforce and apply their word-level skills through shared and guided reading; **T2** to use phonological, contextual, grammatical and graphic knowledge to work out, predict and check the meanings of unfamiliar words and to make sense of what they read; **T12** through shared and guided writing to apply phonological, graphic knowledge and sight vocabulary to spell words accurately; **T17** to recognise that non-fiction books on similar themes can give different information and present similar information in different ways; **T19** to identify simple questions and use text to find answers. To locate parts of text that give particular information, including labelled diagrams and charts, e.g. *parts of a car, what pets eat, clothes that keep us warm*; **T21** to use the language and features of non-fiction texts, e.g. labelled diagrams, captions for pictures, to make class books, e.g. *'What we know about...', 'Our pets'*; **T22** to write own questions prior to reading for information and to record answers, e.g. as lists, a completed chart, extended captions for display, a fact file on IT.	**Pupils should be taught:** **S1** to expect reading to make sense and check if it does not; **S2** to use awareness of the grammar of a sentence to decipher new or unfamiliar words, e.g. predict text from the grammar, read on, leave a gap and re-read; **S4** about word order, e.g. by re-ordering sentences, predicting words from previous text, grouping a range of words that might 'fit', and discussing the reasons why; **S5** other common uses of capitalisation, e.g. for personal titles *(Mr, Miss)*, headings, book titles, emphasis; **S7** to add question marks to questions. ***Developing early writing*** 'Developing the concept of a sentence' p.78-82	***Progression in phonics*** step 7 **Pupils should be taught:** **W2** to read on sight high frequency words specific to graded books matched to the abilities of reading groups; **W4** to read on sight approximately 30 more high frequency words from Appendix List 1; **W5** to recognise words by common spelling patterns; **W6** to investigate and learn spellings of verbs with 'ed' (past tense), 'ing' (present tense) endings; **W7** to spell common irregular words from Appendix List 1; **W8** new words from reading and shared experiences, and to make collections of personal interest or significant words and words linked to particular topics; **W10** to practise handwriting in conjunction with spelling (above) and independent writing, ensuring correct letter orientation, formation and proportion, in a style that makes the letters easy to join later.
Suggested speaking and listening emphases • In discussion, begin to use correct terminology for the parts of non-fiction texts. • Formulate simple questions prior to reading an information text, find answers and listen to answers found by other children. • Talk about the different information found in different non-fiction books.		

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Year 2 medium-term plans

Year 2 Term ____

	Unit	Text	Sentence	Word	Wk	Text(s)	Suggested outcome(s)	Cross-curricular links (where appropriate)
1								
2								
3								
4								
5								
6								

Notes:

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Year 2 Term 1

- These units can be taught in any order, except where there are two parts (e.g. Narrative 1 and 2) in which case part 1 should precede part 2.
- Reordering the units may necessitate reallocating some word and sentence level objectives to different units.
- Word level objectives: *Progression in phonics* (*PiP*) step 7 replaces word level objectives 1-3. The remaining phonics objectives are grouped with bullet (i) under 'word recognition, graphic knowledge and spelling'. Bullets (ii) and (iii) refer to 'vocabulary extension' and 'handwriting' respectively.

Unit	Text	Sentence	Word	Wk	Text(s)	Suggested outcome(s)
Narrative 1	1, 2, 3, 4, 6, 9, 11	1, 2, 3, 4, *DEW* p.132-133	***PiP* step 7** i) 4, 5, 7 (ing), 8, 9 ii) 10 iii) 11	2	• Stories with familiar settings	• Oral and written retelling
Poetry	1, 2, 7, 8, 9, 12	1, 3, 4, 5, *DEW* p.134-135	***PiP* step 7** i) 6, 7 (ed), 9 ii) 10 iii) 12	2	• A variety of poems with familiar settings	• Class anthology • Presentation of a favourite poem • Poetic lines, patterns, idea combinations • Poems
Non-fiction 1: Instructions	1, 2, 9, 13, 14, 15, 16, 18	1, 2, 4, 5	***PiP* step 7** i) 6, 7 (ed), 9 ii) 10 iii) 11	2	• Instructions	• Simple instructions
Narrative 2 including *DEW* Unit 10 'At the Seaside'	1, 2, 4, 5, 9, 10, 11	1, 2, 3, 4, 5, *DEW* p.132-133	***PiP* step 7** i) 6, 7 (s), 9 ii) 10 iii) 12	3	• Stories	• Story
Non-fiction 2: Instructions including *DEW* Unit 11 'Planting Beans'	1, 2, 9, 13, 14, 15, 16, 17, 18	1, 4, 5, 6, *DEW* p.136-137	***PiP* step 7** i) 4, 5, 7 (s), 8, 9 ii) 10 iii) 12	2/3	• Instructions	• Instructions containing diagrams

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Year 2 Term 1

Narrative 1 **Duration:** 2 weeks	**Text(s)** • Stories with familiar settings	**Suggested outcome(s)** • Oral and written retelling
Text level objectives	**Sentence level objectives**	**Word level objectives**
Pupils should be taught: **T1** to reinforce and apply their word-level skills through shared and guided reading; **T2** to use phonological, contextual, grammatical and graphic knowledge to work out, predict and check the meanings of unfamiliar words and to make sense of what they read; **T3** to be aware of the difference between spoken and written language through comparing oral recounts with text; make use of formal story elements in re-telling; **T4** to understand time and sequential relationships in stories, i.e. what happened when; **T6** to discuss familiar story themes and link to own experiences, e.g. illness, getting lost, going away; **T9** through shared and guided writing to apply phonological, graphic knowledge and sight vocabulary to spell words accurately; **T11** to use language of time (see sentence level work) to structure a sequence of events, e.g. *'when I had finished ...', 'suddenly ...','after that ...'.*	**Pupils should be taught:** **S1** to use awareness of grammar to decipher new or unfamiliar words, e.g. to predict from the text, to read on, leave a gap and re-read; **S2** to find examples, in fiction and non-fiction, of words and phrases that link sentences, e.g. *after, meanwhile, during, before, then, next, after a while*; **S3** to recognise and take account of commas and exclamation marks in reading aloud with appropriate expression; **S4** to re-read own writing for sense and punctuation. ***Developing early writing*** Unit A p.132-133	***Progression in phonics*** step 7 **Pupils should be taught:** **W4** to investigate and classify words with the same sounds but different spellings; **W5** to read on sight and spell approximately 30 more words from Appendix List 1; **W7** to use word endings, e.g. *'s' (plural), 'ed' (past tense), 'ing' (present tense)* to support their reading and spelling; **W8** to secure understanding and use of the terms *'vowel'* and *'consonant'*; **W9** to spell common irregular words from Appendix List 1; **W10** new words from reading linked to particular topics, to build individual collections of personal interest or significant words; **W11** to practise handwriting patterns from Year 1.
Suggested speaking and listening emphases • Retell stories using formal story language. • Discuss story themes and link to own experience. • Retell a story, or an event, using language of time to structure sequence.		

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Year 2 Term 1

Poetry **Duration:** 2 weeks	**Text(s)** • A variety of poems with familiar settings	**Suggested outcome(s)** • Class anthology • Presentation of favourite poem • Poetic lines, patterns, idea combinations • Poems
Text level objectives	**Sentence level objectives**	**Word level objectives**
Pupils should be taught: **T1** to reinforce and apply their word-level skills through shared and guided reading; **T2** to use phonological, contextual, grammatical and graphic knowledge to work out, predict and check the meanings of unfamiliar words and to make sense of what they read; **T7** to learn, re-read and recite favourite poems, taking account of punctuation; to comment on aspects such as word combinations, sound patterns (such as rhymes, rhythms, alliterative patterns alternative) and forms of presentation; **T8** to collect and categorise poems to build class anthologies; **T9** through shared and guided writing to apply phonological, graphic knowledge and sight vocabulary to spell words accurately; **T12** to use simple poetry structures and to substitute own ideas, write new lines.	**Pupils should be taught:** **S1** to use awareness of grammar to decipher new or unfamiliar words, e.g. to predict from the text, to read on, leave a gap and re-read; **S3** to recognise and take account of commas and exclamation marks in reading aloud with appropriate expression; **S4** to re-read own writing for sense and punctuation; **S5** to revise knowledge about other uses of capitalisation, e.g. for names, headings, titles, emphasis, and begin to use in own writing. ***Developing early writing*** Unit B p.134-135	***Progression in phonics*** step 7 **Pupils should be taught:** **W6** to read on sight high frequency words likely to occur in graded texts matched to the abilities of reading groups; **W7** to use word endings, e.g. *'s' (plural), 'ed' (past tense), 'ing' (present tense)* to support their reading and spelling; **W9** to spell common irregular words from Appendix List 1; **W10** new words from reading linked to particular topics, to build individual collections of personal interest or significant words; **W12** to begin using and practising the four basic handwriting joins: • diagonal joins to letters without ascenders, e.g. *ai, ar, un*; • horizontal joins to letters without ascenders, e.g. *ou, vi, wi*; • diagonal joins to letters with ascenders, e.g. *ab, ul, it*; • horizontal joins to letters with ascenders, e.g. *ol, wh, ot*.
Suggested speaking and listening emphases • Recite and listen to favourite poems read aloud. • Comment on personal preferences in poetry using some specialist terms.		

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Year 2 Term 1

Non-fiction 1: Instructions **Duration:** 2 weeks	**Text(s)** • Instructions	**Suggested outcome(s)** • Simple instructions
Text level objectives	**Sentence level objectives**	**Word level objectives**
Pupils should be taught: **T1** to reinforce and apply their word-level skills through shared and guided reading; **T2** to use phonological, contextual, grammatical and graphic knowledge to work out, predict and check the meanings of unfamiliar words and to make sense of what they read; **T9** through shared and guided writing to apply phonological, graphic knowledge and sight vocabulary to spell words accurately; **T13** to read simple written instructions in the classroom, simple recipes, plans, instructions for constructing something; **T14** to note key structural features, e.g. clear statement of purpose at start, sequential steps set out in a list, direct language; **T15** to write simple instructions, e.g. getting to school, playing a game; **T16** to use models from reading to organise instructions sequentially, e.g. listing points in order, each point depending on the previous one, numbering; **T18** to use appropriate register in writing instructions, i.e. direct, impersonal, building on texts read.	**Pupils should be taught:** **S1** to use awareness of grammar to decipher new or unfamiliar words, e.g. to predict from the text, to read on, leave a gap and re-read; **S2** to find examples, in fiction and non-fiction, of words and phrases that link sentences, e.g. *after, meanwhile, during, before, then, next, after a while*; **S4** to re-read own writing for sense and punctuation; **S5** to revise knowledge about other uses of capitalisation, e.g. for names, headings, titles, emphasis, and begin to use in own writing.	***Progression in phonics*** step 7 **Pupils should be taught:** **W6** to read on sight high frequency words likely to occur in graded texts matched to the abilities of reading groups; **W7** to use word endings, e.g. *'s' (plural), 'ed' (past tense), 'ing' (present tense)* to support their reading and spelling; **W9** to spell common irregular words from Appendix List 1; **W10** new words from reading linked to particular topics, to build individual collections of personal interest or significant words; **W11** to practise handwriting patterns from Year 1.
Suggested speaking and listening emphases • Listen to and follow simple instructions to guide activity. • Give simple instructions with a clear statement of purpose.		

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Year 2 Term 1

Narrative 2 Including *Developing early writing* Unit 10 'At the Seaside' **Duration:** 3 weeks	**Text(s)** • Stories	**Suggested outcome(s)** • Story
Text level objectives **Pupils should be taught:** **T1** to reinforce and apply their word-level skills through shared and guided reading; **T2** to use phonological, contextual, grammatical and graphic knowledge to work out, predict and check the meanings of unfamiliar words and to make sense of what they read; **T4** to understand time and sequential relationships in stories, i.e. what happened when; **T5** to identify and discuss reasons for events in stories, linked to plot; **T9** through shared and guided writing to apply phonological, graphic knowledge and sight vocabulary to spell words accurately; **T10** to use story structure to write about own experience in same/similar form; **T11** to use language of time (see sentence level work) to structure a sequence of events, e.g. *'when I had finished...' 'suddenly...', 'after that...'.*	**Sentence level objectives** **Pupils should be taught:** **S1** to use awareness of grammar to decipher new or unfamiliar words, e.g. to predict from the text, to read on, leave a gap and re-read; **S2** to find examples, in fiction and non-fiction, of words and phrases that link sentences, e.g. *after, meanwhile, during, before, then, next, after a while*; **S3** to recognise and take account of commas and exclamation marks in reading aloud with appropriate expression; **S4** to re-read own writing for sense and punctuation; **S5** to revise knowledge about other uses of capitalisation, e.g. for names, headings, titles, emphasis, and begin to use in own writing. ***Developing early writing*** Unit A p.132-133	**Word level objectives** ***Progression in phonics*** step 7 **Pupils should be taught:** **W6** to read on sight high frequency words likely to occur in graded texts matched to the abilities of reading groups; **W7** to use word endings, e.g. *'s' (plural), 'ed' (past tense), 'ing' (present tense)* to support their reading and spelling; **W9** to spell common irregular words from Appendix List 1; **W10** new words from reading linked to particular topics, to build individual collections of personal interest or significant words; **W12** to begin using and practising the four basic handwriting joins: • diagonal joins to letters without ascenders, e.g. *ai, ar, un*; • horizontal joins to letters without ascenders, e.g. *ou, vi, wi*; • diagonal joins to letters with ascenders, e.g. *ab, ul, it*; • horizontal joins to letters with ascenders, e.g. *ol, wh, ot*.
Suggested speaking and listening emphases • Talk about the sequencing of events using the language of time. • Discuss the reasons for events in stories linked to plot.		

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Year 2 Term 1

Non-fiction 2: Instructions Including *Developing early writing* Unit 11 'Planting Beans' **Duration:** 2/3 weeks	**Text(s)** • Instructions	**Suggested outcome(s)** • Instructions containing diagrams
Text level objectives	**Sentence level objectives**	**Word level objectives**
Pupils should be taught: **T1** to reinforce and apply their word-level skills through shared and guided reading; **T2** to use phonological, contextual, grammatical and graphic knowledge to work out, predict and check the meanings of unfamiliar words and to make sense of what they read; **T9** through shared and guided writing to apply phonological, graphic knowledge and sight vocabulary to spell words accurately; **T13** to read simple written instructions in the classroom, simple recipes, plans, instructions for constructing something; **T14** to note key structural features, e.g. clear statement of purpose at start, sequential steps set out in a list, direct language; **T15** to write simple instructions, e.g. getting to school, playing a game; **T16** to use models from reading to organise instructions sequentially, e.g. listing points in order, each point depending on the previous one, numbering; **T17** to use diagrams in instructions, e.g. drawing and labelling diagrams as part of a set of instructions; **T18** to use appropriate register in writing instructions, i.e. direct, impersonal, building on texts read.	**Pupils should be taught:** **S1** to use awareness of grammar to decipher new or unfamiliar words, e.g. to predict from the text, to read on, leave a gap and re-read; **S4** to re-read own writing for sense and punctuation; **S5** to revise knowledge about other uses of capitalisation, e.g. for names, headings, titles, emphasis, and begin to use in own writing; **S6** to use a variety of simple organisational devices, e.g. arrows, lines, boxes, keys, to indicate sequences and relationships. ***Developing early writing*** Unit C p.136-137	***Progression in phonics*** step 7 **Pupils should be taught:** **W4** to investigate and classify words with the same sounds but different spellings; **W5** to read on sight and spell approximately 30 more words from Appendix List 1; **W7** to use word endings, e.g. *'s' (plural), 'ed' (past tense), 'ing' (present tense)* to support their reading and spelling; **W8** to secure understanding and use of the terms *'vowel'* and *'consonant'*; **W9** to spell common irregular words from Appendix List 1; **W10** new words from reading linked to particular topics, to build individual collections of personal interest or significant words; **W12** to begin using and practising the four basic handwriting joins: • diagonal joins to letters without ascenders, e.g. *ai, ar, un*; • horizontal joins to letters without ascenders, e.g. *ou, vi, wi*; • diagonal joins to letters with ascenders, e.g. *ab, ul, it*; • horizontal joins to letters with ascenders, e.g. *ol, wh, ol*.
Suggested speaking and listening emphases • Identify and discuss key structural features of instructions. • Give simple instructions with reference to supporting diagrams, using appropriate sequence.		

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Year 2 Term 2

- These units can be taught in any order, except where there are two parts (e.g. Narrative 1 and 2) in which case part 1 should precede part 2.
- Reordering the units may necessitate reallocating some word and sentence level objectives to different units.
- Word level objectives: *Progression in phonics* step 7 (*PiP*) replaces word level objectives 1-3. The remaining phonics objectives are grouped with bullet (i) under 'word recognition, graphic knowledge and spelling'. Bullets (ii) and (iii) refer to 'vocabulary extension' and 'handwriting' respectively.

Unit	Text	Sentence	Word	Wk	Text(s)	Suggested outcome(s)
Narrative 1	1, 2, 4, 6, 7, 12, 14	1, 2, 3, 4, 5, 6, 8, *DEW* p.134-135, *DEW* p.140	***PiP* step 7** i) 4, 6 ii) 11 iii) 12, 14	2	• Traditional stories with predictable and patterned language	• Retelling of stories; profile of character in story, e.g. 'wanted' poster
Poetry	1, 2, 8, 9, 10, 11, 12, 15	1, 3, 8, *DEW* p.142-143	***PiP* step 7** i) 4, 7+9, 8 ii) 11 iii) 13, 14	2	• Poems from other cultures with predictable and patterned language • Poems by significant children's poets	• Class collection of poems by children • Own poems and presentation of own poems
Categorising alphabetically	16, 17, 18, 20		***PiP* step 7** i) 3, 6 ii) - iii) 13, 14	1	• Dictionaries, glossaries, indexes and other alphabetically ordered texts	• Class dictionary or glossary
Narrative 2 including *DEW* Unit 12 'Traditional Stories'	1, 2, 3, 4, 5, 12, 13, 14	1, 2, 3, 4, 5, 8, 9, *DEW* p.138-139, *DEW* p.142-143	***PiP* step 7** i) 5, 7+9 ii) 10 iii) 13, 14	3	• Traditional stories from cultures	• 'Traditional' tale
Explanation including *DEW* Unit 13 'Explanations and Glossaries'	19, 20, 21	1, 3, 4, 7, *DEW* p.141	***PiP* step 7** i) 5, 6, 8 ii) 10 iii) 13, 14	2	• Explanations	• Flowchart or diagram to explain a process

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Year 2 Term 2

Narrative 1 **Duration:** 2 weeks	**Text(s)** • Traditional stories with predictable and patterned language	**Suggested outcome(s)** • Retelling of stories • Profile of character in story, e.g. 'wanted' poster
Text level objectives	**Sentence level objectives**	**Word level objectives**
Pupils should be taught: **T1** to reinforce and apply their word-level skills through shared and guided reading; **T2** to use phonological, contextual, grammatical and graphic knowledge to work out, predict and check the meanings of unfamiliar words and to make sense of what they read; **T4** to predict story endings/incidents, e.g. from unfinished extracts, while reading with the teacher; **T6** to identify and describe characters, expressing own views and using words and phrases from texts; **T7** to prepare and re-tell stories individually and through role play in groups, using dialogue and narrative from text; **T12** through shared and guided writing to apply phonological, graphic knowledge and sight vocabulary to spell words accurately; **T14** to write character profiles, e.g. simple descriptions, posters, passports, using key words and phrases that describe or are spoken by characters in the text.	**Pupils should be taught:** **S1** to use awareness of grammar to decipher new or unfamiliar words, e.g. to predict from the text, read on, leave a gap and re-read; **S2** to read aloud with intonation and expression appropriate to the grammar and punctuation (sentences, speech marks, exclamation marks); **S3** to re-read own writing to check for grammatical sense (coherence) and accuracy (agreement) – identify errors and suggest alternative constructions; **S4** to be aware of the need for grammatical agreement in speech and writing, matching verbs to nouns/pronouns correctly, e.g. *I am, the children are;* **S5** to use verb tenses with increasing accuracy in speaking and writing, e.g. *catch/caught, see/saw, go/went* and to use past tense consistently for narration; **S6** to identify speech marks in reading, understand their purpose, use the terms correctly; **S8** to use commas to separate items in a list. ***Developing early writing*** Unit B p.134-135 and Unit E p.140	***Progression in phonics*** step 7 **Pupils should be taught:** **W4** to split familiar oral and written compound words into their component parts, e.g. *himself, handbag, milkman, pancake, teaspoon*; **W6** to read on sight and spell all the words from Appendix List 1; **W11** the use of antonyms: collect, discuss differences of meaning and their spelling; **W12** to practise handwriting patterns from Year 1; **W14** to use and practise the four basic handwriting joins: • diagonal joins to letters without ascenders, e.g. *ai, ar, un*; • horizontal joins to letters without ascenders, e.g. *ou, vi, wi*; • diagonal joins to letters with ascenders, e.g. *ab, ul, it*; • horizontal joins to letters with ascenders, e.g. *ol, wh, ot*.
Suggested speaking and listening emphases • Predict story endings from unfinished extracts. • Discuss and describe characters, expressing own view. • Retell/re-enact stories using words and phrases from the text.		

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Year 2 Term 2

Poetry **Duration:** 2 weeks	**Text(s)** • Poems from other cultures with predictable and patterned language • Poems by significant children's poets	**Suggested outcome(s)** • Class collection of poems by children • Own poems and presentation of own poems
Text level objectives	**Sentence level objectives**	**Word level objectives**
Pupils should be taught: **T1** to reinforce and apply their word-level skills through shared and guided reading; **T2** to use phonological, contextual, grammatical and graphic knowledge to work out, predict and check the meanings of unfamiliar words and to make sense of what they read; **T8** to read own poems aloud; **T9** to identify and discuss patterns of rhythm, rhyme and other features of sound in different poems; **T10** to comment on and recognise when the reading aloud of a poem makes sense and is effective; **T11** to identify and discuss favourite poems and poets, using appropriate terms (poet, poem, verse, rhyme, etc.) and referring to the language of the poems; **T12** through shared and guided writing to apply phonological, graphic knowledge and sight vocabulary to spell words accurately; **T15** to use structures from poems as a basis for writing, by extending or substituting elements, inventing own lines, verses; to make class collections, illustrate with captions; to write own poems from initial jottings and words.	**Pupils should be taught:** **S1** to use awareness of grammar to decipher new or unfamiliar words, e.g. to predict from the text, read on, leave a gap and re-read; **S3** to re-read own writing to check for grammatical sense (coherence) and accuracy (agreement) – identify errors and suggest alternative constructions; **S8** to use commas to separate items in a list. ***Developing early writing*** Unit G p.142-143	***Progression in phonics*** step 7 **Pupils should be taught:** **W4** to split familiar oral and written compound words into their component parts, e.g. *himself, handbag, milkman, pancake, teaspoon*; **W7** for guided reading, to read on sight high frequency words likely to occur in graded texts matched to the abilities of reading groups; **W8** to spell words with common prefixes, e.g. *'un', 'dis'*, to indicate the negative; **W9** to spell common irregular words from Appendix List 1; **W11** the use of antonyms: collect, discuss differences of meaning and their spelling; **W13** to practise handwriting in conjunction with the phonic and spelling patterns above; **W14** to use and practise the four basic handwriting joins: • diagonal joins to letters without ascenders, e.g. *ai, ar, un*; • horizontal joins to letters without ascenders, e.g. *ou, vi, wi*; • diagonal joins to letters with ascenders, e.g. *ab, ul, it*; • horizontal joins to letters with ascenders, e.g. *ol, wh, ot*.
Suggested speaking and listening emphases • Discuss preferences for poets and poems. • Experiment with reading aloud and listen to others. • Discuss how to read poems effectively.		

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Year 2 Term 2

Categorising alphabetically **Duration:** 1 week	**Text(s)** • Dictionaries, glossaries, indexes and other alphabetically ordered texts	**Suggested outcome(s)** • Class dictionary or glossary
Text level objectives	**Sentence level objectives**	**Word level objectives**
Pupils should be taught: **T16** to use dictionaries and glossaries to locate words by using initial letter; **T17** that dictionaries and glossaries give definitions and explanations; discuss what definitions are, explore some simple definitions in dictionaries; **T18** to use other alphabetically ordered texts, e.g. indexes, directories, listings, registers; to discuss how they are used; **T20** to make class dictionaries and glossaries of special interest words, giving explanations and definitions, e.g. linked to topics, derived from stories, poems.		***Progression in phonics*** step 7 **Pupils should be taught:** **W3** to read and spell words containing the digraph *'wh', 'ph', 'ch'* (as in *Christopher*); **W6** to read on sight and spell all the words from Appendix List 1; **W13** to practise handwriting in conjunction with the phonic and spelling patterns above; **W14** to use and practise the four basic handwriting joins: • diagonal joins to letters without ascenders, e.g. *ai, ar, un*; • horizontal joins to letters without ascenders, e.g. *ou, vi, wi*; • diagonal joins to letters with ascenders, e.g. *ab, ul, it*; • horizontal joins to letters with ascenders, e.g. *ol, wh, ot*.
Suggested speaking and listening emphases • Describe how to locate words in a range of alphabetically-ordered texts using initial letters. • Explain the meaning of words located.		

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Year 2 Term 2

Narrative 2 Including *Developing early writing* Unit 12 'Traditional Stories' **Duration:** 3 weeks	**Text(s)** ▪ Traditional stories from other cultures	**Suggested outcome(s)** ▪ 'Traditional' tale
Text level objectives	**Sentence level objectives**	**Word level objectives**
Pupils should be taught: **T1** to reinforce and apply their word-level skills through shared and guided reading; **T2** to use phonological, contextual, grammatical and graphic knowledge to work out, predict and check the meanings of unfamiliar words and to make sense of what they read; **T3** to discuss and compare story themes; **T4** to predict story endings/incidents, e.g. from unfinished extracts, while reading with the teacher; **T5** to discuss story settings: to compare differences; to locate key words and phrases in text; to consider how different settings influence events and behaviour; **T12** through shared and guided writing to apply phonological, graphic knowledge and sight vocabulary to spell words accurately; **T13** to use story settings from reading, e.g. re-describe, use in own writing, write a different story in the same setting; **T14** to write character profiles, e.g. simple descriptions, posters, passports, using key words and phrases that describe or are spoken by characters in the text.	**Pupils should be taught:** **S1** to use awareness of grammar to decipher new or unfamiliar words, e.g. to predict from the text, read on, leave a gap and re-read; **S2** to read aloud with intonation and expression appropriate to the grammar and punctuation (sentences, speech marks, exclamation marks); **S3** to re-read own writing to check for grammatical sense (coherence) and accuracy (agreement) – identify errors and suggest alternative constructions; **S4** to be aware of the need for grammatical agreement in speech and writing, matching verbs to nouns/pronouns correctly, e.g. *I am, the children are*; **S5** to use verb tenses with increasing accuracy in speaking and writing, e.g. *catch/caught, see/saw, go/went*, and to use past tense consistently for narration; **S8** to use commas to separate items in a list; **S9** to secure the use of simple sentences in own writing. ***Developing early writing*** Unit D p.138-139 and Unit H p.144-147	***Progression in phonics*** step 7 **Pupils should be taught:** **W5** to discriminate, orally, syllables in multi-syllabic words using children's names and words from their reading, e.g. *dinosaur, family, dinner, children*. Extend to written forms and note syllable boundary in speech and writing; **W7** for guided reading, to read on sight high frequency words likely to occur in graded texts matched to the abilities of reading groups; **W9** to spell common irregular words from Appendix List 1; **W10** new words from reading linked to particular topics, to build individual collections of personal interest or significant words; **W13** to practise handwriting in conjunction with the phonic and spelling patterns above; **W14** to use and practise the four basic handwriting joins: ▪ diagonal joins to letters without ascenders, e.g. *ai, ar, un*; ▪ horizontal joins to letters without ascenders, e.g. *ou, vi, wi*; ▪ diagonal joins to letters with ascenders, e.g. *ab, ul, it*; ▪ horizontal joins to letters with ascenders, e.g. *ol, wh, ot*.
Suggested speaking and listening emphases ▪ Discuss and compare story themes. ▪ Discuss and predict story endings. ▪ Talk about settings, considering how they influence events and behaviour.		

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Year 2 Term 2

Explanation Including *Developing early writing* Unit 13 'Explanations and Glossaries' **Duration:** 2 weeks	**Text(s)** • Explanations	**Suggested outcome(s)** • Flowchart or diagram to explain a process
Text level objectives	**Sentence level objectives**	**Word level objectives**
Pupils should be taught: **T19** to read flow charts and cyclical diagrams that explain a process; **T20** to make class dictionaries and glossaries of special interest words, giving explanations and definitions, e.g. linked to topics, derived from stories, poems; **T21** to produce simple flow charts or diagrams that explain a process. **Suggested speaking and listening emphases** • Explain a process in sequence, using a flow chart or cyclical diagram as a visual aid. • Give explanations and definitions for words or concepts.	**Pupils should be taught:** **S1** to use awareness of grammar to decipher new or unfamiliar words, e.g. to predict from the text, read on, leave a gap and re-read; **S3** to re-read own writing to check for grammatical sense (coherence) and accuracy (agreement) – identify errors and suggest alternative constructions; **S4** to be aware of the need for grammatical agreement in speech and writing, matching verbs to nouns/pronouns correctly, e.g. *I am, the children are*; **S7** to investigate and recognise a range of other ways of presenting texts, e.g. speech bubbles, enlarged, bold or italicised print, captions, headings and sub-headings. ***Developing early writing*** Unit F p.141	***Progression in phonics*** step 7 **Pupils should be taught:** **W5** to discriminate, orally, syllables in multi-syllabic words using children's names and words from their reading, e.g. *dinosaur, family, dinner, children*. Extend to written forms and note syllable boundary in speech and writing; **W6** to read on sight and spell all the words from Appendix List 1; **W8** to spell words with common prefixes, e.g. *'un', 'dis'*, to indicate the negative; **W10** new words from reading linked to particular topics, to build individual collections of personal interest or significant words; **W13** to practise handwriting in conjunction with the phonic and spelling patterns above; **W14** to use and practise the four basic handwriting joins: • diagonal joins to letters without ascenders, e.g. *ai, ar, un*; • horizontal joins to letters without ascenders, e.g. *ou, vi, wi*; • diagonal joins to letters with ascenders, e.g. *ab, ul, it*; • horizontal joins to letters with ascenders, e.g. *ol, wh, ot*.

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Year 2 Term 3

- These units can be taught in any order, except where there are two parts (e.g. Narrative 1 and 2) in which case part 1 should precede part 2.
- Reordering the units may necessitate reallocating some word and sentence level objectives to different units.
- Word level objectives: *Progression in phonics* (*PiP*) replaces word level objectives 1-3. The remaining phonics objectives are grouped with bullet (i) under 'word recognition, graphic knowledge and spelling'. Bullets (ii) and (iii) refer to 'vocabulary extension' and 'handwriting' respectively.

Unit	Text	Sentence	Word	Wk	Text(s)	Suggested outcome(s)
Narrative 1	1, 2, 4, 5, 9, 10	1, 2, 3, 5, *DEW* p.138-139, *DEW* p.144-147	*PiP* step 7 i) 2, 4, 7 ii) 9 iii) 11, 12	3	• Different stories by the same author	• Story
Non-fiction 1	1, 2, 9, 13, 14, 15, 16, 18, 20	1, 4, 6, *DEW* p.142-143, *DEW* p.148-149	*PiP* step 7 i) 2, 4, 6 ii) 9 iii) 11, 12	2	• Information books	• Information text
Poetry including *DEW* Unit 14 'Nonsense Verse'	1, 2, 6, 8, 9, 11	1, 2, 3, *DEW* p.134-135, *DEW* p.138-139	*PiP* step 7 i) 2, 5+8, 7 ii) 9 iii) 11, 12	2	• Texts with language play, e.g. riddles, tongue-twisters, humorous verse	• Class anthology • Humorous verses
Narrative 2	1, 2, 3, 5, 7, 9, 12	1, 2, 7, *DEW* p.148-149	*PiP* step 7 i) 3, 5+8, 6 ii) 9, 10 iii) 11, 12	2	• Extended stories by significant children's authors	• Retelling stories orally • Reading journal
Non-fiction 2: Report including *DEW* Unit 15 'Non-chronological Report'	1, 2, 9, 17, 19, 21	1, 4, 5 *DEW* p.144-147	*PiP* step 7 i) 5+8, 7 ii) 9, 10 iii) 11, 12	2/3	• Non-chronological reports	• Notes • Non-chronological report

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Year 2 Term 3

Narrative 1 **Duration:** 3 weeks	**Text(s)** • Different stories by same the author	**Suggested outcome(s)** • Story
Text level objectives	**Sentence level objectives**	**Word level objectives**
Pupils should be taught: **T1** to reinforce and apply their word-level skills through shared and guided reading; **T2** to use phonological, contextual, grammatical and graphic knowledge to work out, predict and check the meanings of unfamiliar words and to make sense of what they read; **T4** to compare books by same author: settings, characters, themes; to evaluate and form preferences, giving reasons; **T5** to read about authors from information on book covers, e.g. other books written, whether author is alive or dead, publisher; to become aware of authorship and publication; **T9** through shared and guided writing to apply phonological, graphic knowledge and sight vocabulary to spell words accurately; **T10** to write sustained stories, using their knowledge of story elements: narrative, settings, characterisation, dialogue and the language of story.	**Pupils should be taught:** **S1** to read text aloud with intonation and expression appropriate to the grammar and punctuation; **S2** the need for grammatical agreement, matching verbs to nouns/pronouns, e.g. *I am; the children are*; using simple gender forms, e.g. *his/her* correctly; **S3** to use standard forms of verbs in speaking and writing, e.g. *catch/caught, see/saw, go/went* and to use the past tense consistently for narration; **S5** to write in clear sentences using capital letters and full stops accurately. ***Developing early writing*** Unit D p.138-139 and Unit H p.144-147	***Progression in phonics*** step 7 **Pupils should be taught:** **W2** to reinforce work on discriminating syllables in reading and spelling from previous term; **W4** to secure reading and spelling of all the high frequency words in Appendix List1; **W7** to spell words with common suffixes, e.g. *-ful, -ly*; **W9** new words from reading linked to particular topics, to build individual collections of personal interest or significant words; **W11** to practise handwriting in conjunction with the phonic and spelling patterns above; **W12** to use the four basic handwriting joins from previous two terms with confidence, and use these in independent writing: • diagonal joins to letters without ascenders, e.g. *ai, ar, un*; • horizontal joins to letters without ascenders, e.g. *ou, vi, wi*; • diagonal joins to letters with ascenders, e.g. *ab, ul, it*; • horizontal joins to letters with ascenders, e.g. *ol, wh, ot*.
Suggested speaking and listening emphases • Discuss the range of work by an author and explain preferences. • Talk about an author, based on information found.		

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Year 2 Term 3

Non-fiction 1 **Duration:** 2 weeks	**Text(s)** • Information books	**Suggested outcome(s)** • Notes • Information text
Text level objectives	**Sentence level objectives**	**Word level objectives**
Pupils should be taught: **T1** to reinforce and apply their word-level skills through shared and guided reading; **T2** to use phonological, contextual, grammatical and graphic knowledge to work out, predict and check the meanings of unfamiliar words and to make sense of what they read; **T9** through shared and guided writing to apply phonological, graphic knowledge and sight vocabulary to spell words accurately; **T13** to understand the distinction between fact and fiction; to use terms *'fact', 'fiction'* and *'non-fiction'* appropriately; **T14** to pose questions and record these in writing, prior to reading non-fiction to find answers; **T15** to use a contents page and index to find way about text; **T16** to scan a text to find specific sections, e.g. key words or phrases, subheadings; **T18** to evaluate the usefulness of a text for its purpose; T20 to write non-fiction texts, using texts read as models for own writing, e.g. use of headings, sub-headings, captions.	**Pupils should be taught:** **S1** to read text aloud with intonation and expression appropriate to the grammar and punctuation; **S4** to use commas in lists; **S6** to turn statements into questions, learning a range of 'wh' words typically used to open questions: *what, where, when, who* and to add question marks. ***Developing early writing*** Unit G p.142-143 and Unit I p.148-149	***Progression in phonics*** step 7 **Pupils should be taught:** **W2** to reinforce work on discriminating syllables in reading and spelling from previous term; **W4** to secure reading and spelling of all the high frequency words; **W6** to investigate words which have the same spelling patterns but different sounds; **W9** new words from reading linked to particular topics, to build individual collections of personal interest or significant words; **W11** to practise handwriting in conjunction with the phonic and spelling patterns above; **W12** to use the four basic handwriting joins from previous two terms with confidence, and use these in independent writing: • diagonal joins to letters without ascenders, e.g. *ai, ar, un*; • horizontal joins to letters without ascenders, e.g. *ou, vi, wi*; • diagonal joins to letters with ascenders, e.g. *ab, ul, it*; • horizontal joins to letters with ascenders, e.g. *ol, wh, ot*.
Suggested speaking and listening emphases • Discuss ways of locating information in non-fiction texts. • Pose questions of a non-fiction text prior to reading. • Discuss usefulness of non-fiction texts in terms of locating information and answering questions. • Talk about the difference between fiction and non-fiction.		

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Year 2 Term 3

Poetry Including *Developing early writing* Unit 14 ' Nonsense Verse' **Duration:** 2 weeks	**Text(s)** • Texts with language play, e.g. riddles, tongue-twisters, humorous verse	**Suggested outcome(s)** • Class anthology • Humorous verses
Text level objectives	**Sentence level objectives**	**Word level objectives**
Pupils should be taught: **T1** to reinforce and apply their word-level skills through shared and guided reading; **T2** to use phonological, contextual, grammatical and graphic knowledge to work out, predict and check the meanings of unfamiliar words and to make sense of what they read; **T6** to read, respond imaginatively, recommend and collect examples of humorous stories, extracts, poems; **T8** to discuss meanings of words and phrases that create humour, and sound effects in poetry, e.g. nonsense poems, tongue-twisters, riddles, and to classify poems into simple types; to make class anthologies; **T9** through shared and guided writing to apply phonological, graphic knowledge and sight vocabulary to spell words accurately; **T11** to use humorous verse as a structure for children to write their own by adaptation, mimicry or substitution; to invent own riddles, language puzzles, jokes, nonsense sentences, etc., derived from reading; write tongue-twisters or alliterative sentences; select words with care, re-reading and listening to their effect.	**Pupils should be taught:** **S1** to read text aloud with intonation and expression appropriate to the grammar and punctuation; **S2** the need for grammatical agreement, matching verbs to nouns/pronouns, e.g. *I am, the children are,* using simple gender forms, e.g. *his/her,* correctly; **S3** to use standard forms of verbs in speaking and writing, e.g. *catch/caught, see/saw, go/went* and to use the past tense consistently for narration. ***Developing early writing*** Unit B p.134-135 and Unit D p.138-139	***Progression in phonics*** step 7 **Pupils should be taught:** **W2** to reinforce work on discriminating syllables in reading and spelling from previous term; **W5** for guided reading, to read on sight high frequency words likely to occur in graded texts matched to the abilities of reading groups; **W7** to spell words with common suffixes, e.g. *-ful, -ly;* **W8** to spell common irregular words from Appendix List 1; **W9** new words from reading linked to particular topics, to build individual collections of personal interest or significant words; **W11** to practise handwriting in conjunction with the phonic and spelling patterns above; **W12** to use the four basic handwriting joins from previous two terms with confidence, and use these in independent writing: • diagonal joins to letters without ascenders, e.g. *ai, ar, un;* • horizontal joins to letters without ascenders, e.g. *ou, vi, wi;* • diagonal joins to letters with ascenders, e.g. *ab, ul, it;* • horizontal joins to letters with ascenders, e.g. *ol, wh, ot.*
Suggested speaking and listening emphases • Discuss and share ideas about words and phrases that create humour. • Recommend a humorous story or poem, explaining preferences. • Listen to effects in each other's humorous texts.		

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Year 2 Term 3

Narrative 2 **Duration:** 2 weeks	**Text(s)** ▪ Extended stories by significant children's authors	**Suggested outcome(s)** ▪ Retelling stories orally ▪ Reading journal
Text level objectives	**Sentence level objectives**	**Word level objectives**
Pupils should be taught: **T1** to reinforce and apply their word-level skills through shared and guided reading; **T2** to use phonological, contextual, grammatical and graphic knowledge to work out, predict and check the meanings of unfamiliar words and to make sense of what they read; **T3** to notice the difference between spoken and written forms through re-telling known stories; compare oral versions with the written text; **T5** to read about authors from information on book covers, e.g. other books written, whether author is alive or dead, publisher; to become aware of authorship and publication; **T7** to compare books by different authors on similar themes; to evaluate, giving reasons; **T9** through shared and guided writing to apply phonological, graphic knowledge and sight vocabulary to spell words accurately; **T12** to write simple evaluations of books read and discussed, giving reasons.	**Pupils should be taught:** **S1** to read text aloud with intonation and expression appropriate to the grammar and punctuation; **S2** the need for grammatical agreement, matching verbs to nouns/pronouns, e.g. *I am, the children are*, using simple gender forms, e.g. *his/her*, correctly; **S7** to compare a variety of forms of questions from texts, e.g. asking for help, asking the time, asking someone to be quiet. ***Developing early writing*** Unit I p.148-149	***Progression in phonics*** step 7 **Pupils should be taught:** **W3** to discriminate, spell and read the phonemes *ear* (hear) and *ea* (head); **W5** for guided reading, to read on sight high frequency words likely to occur in graded texts matched to the abilities of reading groups; **W6** to investigate words which have the same spelling patterns but different sounds; **W8** to spell common irregular words from Appendix List 1; **W9** new words from reading linked to particular topics, to build individual collections of personal interest or significant words; **W10** to use synonyms and other alternative words/phrases that express same or similar meanings; to collect, discuss similarities and shades of meaning and use to extend and enhance writing; **W11** to practise handwriting in conjunction with the phonic and spelling patterns above; **W12** to use the four basic handwriting joins from previous two terms with confidence, and use these in independent writing: ▪ diagonal joins to letters without ascenders, e.g. *ai, ar, un*; ▪ horizontal joins to letters without ascenders, e.g. *ou, vi, wi*; ▪ diagonal joins to letters with ascenders, e.g. *ab, ul, it*; ▪ horizontal joins to letters with ascenders, e.g. *ol, wh, ot*.
Suggested speaking and listening emphases ▪ Retell known stories, comparing own version with written text. ▪ Use talk to compare settings, characters or themes in stories. ▪ Express personal preferences of books read, drawing upon evidence from the text.		

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Year 2 Term 3

Non-fiction 2: Report Including *Developing early writing* Unit 15 'Non-chronological Report' **Duration**: 2/3 weeks	**Text(s)** • Non-chronological reports	**Suggested outcome(s)** • Notes • Non-chronological report
Text level objectives	**Sentence level objectives**	**Word level objectives**
Pupils should be taught: **T1** to reinforce and apply their word-level skills through shared and guided reading; **T2** to use phonological, contextual, grammatical and graphic knowledge to work out, predict and check the meanings of unfamiliar words and to make sense of what they read; **T9** through shared and guided writing to apply phonological, graphic knowledge and sight vocabulary to spell words accurately; **T17** to skim-read title, contents page, illustrations, chapter headings and sub-headings, to speculate what a book might be about; **T19** to make simple notes from non-fiction texts, e.g. key words and phrases, page references, headings, to use in subsequent writing; **T21** to write non-chronological reports based on structure of known texts, e.g. *There are two sorts of x ...; They live in x ...; the A's have x ...; but the B's etc.*, using appropriate language to present, sequence and categorise ideas.	**Pupils should be taught:** **S1** to read text aloud with intonation and expression appropriate to the grammar and punctuation; **S4** to use commas in lists; **S5** to write in clear sentences using capital letters and full stops accurately. ***Developing early writing*** Unit H p.144-147	***Progression in phonics*** step 7 **Pupils should be taught:** **W5** for guided reading, to read on sight high frequency words likely to occur in graded texts matched to the abilities of reading groups; **W7** to spell words with common suffixes, e.g. *-ful, -ly*; **W8** to spell common irregular words from Appendix List 1; **W9** new words from reading linked to particular topics, to build individual collections of personal interest or significant words; **W10** to use synonyms and other alternative words/phrases that express same or similar meanings; to collect, discuss similarities and shades of meaning and use to extend and enhance writing; **W11** to practise handwriting in conjunction with the phonic and spelling patterns above; **W12** to use the four basic handwriting joins from previous two terms with confidence, and use these in independent writing: • diagonal joins to letters without ascenders, e.g. *ai, ar, un*; • horizontal joins to letters without ascenders, e.g. *ou, vi, wi*; • diagonal joins to letters with ascenders, e.g. *ab, ul, it*; • horizontal joins to letters with ascenders, e.g. *ol, wh, ot*.
Suggested speaking and listening emphases • From skim-reading title, etc. speculate what book might be about. • Discuss and use appropriate language to present, sequence and categorise ideas.		

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Year 3 medium-term plans

Year 3 Term ____

	Unit	Text	Sentence	Word	Wk	Text(s)	Suggested outcome(s)	Cross-curricular links (where appropriate)
1								
2								
3								
4								
5								
6								

Notes:

-
-
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Year 3 Term 1

- These units can be taught in any order and some word and sentence level objectives may need to be rearranged.
- In some copies of the NLS *Framework for teaching*, the numbering of the Year 3 Term 1 text level objectives varies. The numbering here refers to the web version.

Unit	Text level	Sentence level	Word level	Wk	Text(s)	Suggested outcome(s)
Narrative: setting	1, 8, 9, 11, 12, 16 (GfW 8)	1, 6 (*GfW* 3), 10, 11, 12 (*GfW* 6)	i) 5, 6, 7 ii) 1, 4 iii) 13, 15 iv) 20	2	• Stories with familiar settings	• Story with setting
Narrative: dialogue	2, 3, 9, 10, 16 (*GfW* 8)	1, 2, 4 (*GfW* 2), 7, 8 (*GfW* 4)	i) 5, 6, 7 ii) 2, 8 (SB p.4, p.62) iii) 14, 16, 18, 19 iv) 21	2	• Stories with familiar settings and plays	• Story with dialogue
Plays	4, 5, 15	1, 2, 3 (*GfW* 1), 7 (*GfW* 4), 10	i) 5, 6, 7 ii) 3, 9 (SB p.5) iii) 13, 14, 15 iv) 20	2	• Oral and written plays	• Perform simple playscripts
Poetry	6, 7, 8, 9, 13, 14	1, 6 (*GfW* 3)	i) 5, 6, 7 ii) 1, 4, 10 (SB p.6) 11 (SB p.7), 12 iii) 13, 16, 17, 18 iv) 21	2	• Poems based on observation and the senses	• Poetry presentation • Poem
Fact and fiction	17, 18	1, 3, 5 (*GfW* 1), 9 (*GfW* 5), 10	i) 5, 6, 7 ii) 3, 10, 11 (SB p.6-7), 12 iii) 13 iv) 20	1	• Information books on topics of interest	• Evaluation of non-fiction texts
Reports	18, 19, 20, 21, 22 (*GfW* 9)	9 (*GfW* 5), 13 (*GfW* 7)	i) 5, 6, 7 ii) 1, 4, 10 (SB p.6) iii) 13, 14, 15 iv) 21	2	• Non-chronological reports	• Notes • Report linked to another curriculum area

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Year 3 Term 1

Narrative: setting **Duration:** 2 weeks	**Text(s)** • Stories with familiar settings	**Suggested outcome(s)** • Story with setting
Text level objectives	**Sentence level objectives**	**Word level objectives**
T1 to compare a range of story settings, and to select words and phrases that describe scenes; T8 to express their views about a story or poem, identifying specific words and phrases to support their viewpoint; T9 to generate ideas relevant to a topic by brainstorming, word association, etc.; T11 to develop the use of settings in own stories by: • writing short descriptions of known places; • writing a description in the style of a familiar story; • to investigate and collect sentences/phrases for story openings and endings – use some of these formal elements in re-telling and story writing; T16 to begin to organise stories into paragraphs; to begin to use paragraphing in presentation of dialogue in stories. (*Grammar for writing* Unit 8)	S1 to use awareness of grammar to decipher new or unfamiliar words, e.g. to predict from the text, read on, leave a gap and return; to use these strategies in conjunction with knowledge of phonemes, word recognition, graphic knowledge and context when reading; S6 to secure knowledge of question marks and exclamation marks in reading, understand their purpose and use appropriately in own writing; (*Grammar for writing* Unit 3) S10 to identify the boundaries between separate sentences in reading and in their own writing; S11 to write in complete sentences; S12 to demarcate the end of a sentence with a full stop and the start of a new one with a capital letter. (*Grammar for writing* Unit 6)	W5 to identify mis-spelt words in own writing; to keep individual lists (e.g. spelling logs) and learn to spell them; W6 to use independent spelling strategies, including: • sounding out and spelling using phonemes; • using visual skills, e.g. recognising common letter strings and checking critical features (i.e. does it look right, shape, length etc?); • building from other words with similar patterns and meanings, e.g. *medical, medicine*; • spelling by analogy with other known words, e.g. *light, fright*; • using word banks, dictionaries, etc.; W7 to practise new spellings regularly by 'look, say, cover, write, check' strategy; W14 to infer the meaning of unknown words from context.
Suggested speaking and listening emphases • Describe a familiar place. • Give views about a story, using words and phrases from the text to support viewpoints. • Discuss similarities in story settings and express views clearly, offering supporting evidence.		

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Year 3 Term 1

Narrative: dialogue **Duration:** 2 weeks	**Text(s)** • Stories with familiar settings and plays	**Suggested outcome(s)** • Story with dialogue
Text level objectives	**Sentence level objectives**	**Word level objectives**
T2 how dialogue is presented in stories, e.g. through statements, questions, exclamations; how paragraphing is used to organise dialogue; T3 to be aware of the different voices in stories using dramatised readings, showing differences between the narrator and different characters used, e.g. puppets to present stories; T9 to generate ideas relevant to a topic by brainstorming, word association, etc.; T10 using reading as a model, to write own passages of dialogue; T16 begin to organise stories into paragraphs; to begin to use paragraphing in presentation of dialogues in stories. (*Grammar for writing* Unit 8)	S1 to use awareness of grammar to decipher new or unfamiliar words, e.g. to predict from the text, read on, leave a gap and return; to use these strategies in conjunction with knowledge of phonemes, word recognition, graphic knowledge and context when reading; S2 to take account of the grammar and punctuation, e.g. sentences, speech marks, exclamation marks and commas to mark pauses, when reading aloud; S4 to use verb tenses with increasing accuracy in speaking and writing, e.g. *catch/caught, see/saw, go/went*, etc. Use past tense consistently for narration; (*Grammar for writing* Unit 2) S7 the basic conventions of speech punctuation through: • identifying speech marks in reading; • beginning to use in own writing; • using capital letters to mark the start of direct speech; S8 to use the term 'speech marks'. (*Grammar for writing* Unit 4)	W8 how the spellings of verbs alter when *–ing* is added; (*Spelling bank* p.4, p.62) W17 to generate synonyms for high frequency words, e.g. *big, little, like, good, nice, nasty;* W19 common vocabulary for introducing and concluding dialogue, e.g. *said, replied, asked*, collect examples from reading.
Suggested speaking and listening emphases • Listen to dialogue in stories and identify the narrator and other speakers. • Use this knowledge in dramatised readings and presentations.		

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Year 3 Term 1

Plays

Duration: 2 weeks

Text(s)

- Oral and written plays

Suggested outcome(s)

- Perform simple playscripts

Text level objectives

T4 to read, prepare and present playscripts;

T5 to recognise the key differences between prose and playscript, e.g. by looking at dialogue, stage directions, layout of text in prose and playscripts;

T15 to write simple playscripts based on own reading and oral work.

Suggested speaking and listening emphases

- Orally rehearse dialogue for use in a play.
- Present a play.
- Listen for and discuss the features of playscripts.

Sentence level objectives

S1 to use awareness of grammar to decipher new or unfamiliar words, e.g. to predict from the text, read on, leave a gap and return; to use these strategies in conjunction with knowledge of phonemes, word recognition, graphic knowledge and context when reading;

S2 to take account of the grammar and punctuation, e.g. sentences, speech marks, exclamation marks and commas to mark pauses, when reading aloud;

S3 the function of verbs in sentences through:

- noticing that sentences cannot make sense without them;
- collecting and classifying examples of verbs from reading and own knowledge, e.g. *run, chase, sprint; eat, consume, gobble; said, whispered, shrieked*;
- experimenting with changing simple verbs in sentences and discussing their impact on meaning; (*Grammar for writing* Unit 1)

S7 the basic conventions of speech punctuation through:

- identifying speech marks in reading;
- beginning to use in own writing;
- using capital letters to mark the start of direct speech; (*Grammar for writing* Unit 4)

S10 to identify the boundaries between separate sentences in reading and in their own writing.

Word level objectives

W3 to read and spell correctly the high frequency words from KS1 (Appendix List 1);

W5 to identify mis-spelt words in own writing; to keep individual lists (e.g. spelling logs) and learn to spell them;

W6 to use independent spelling strategies, including

- sounding out and spelling using phonemes;
- using visual skills, e.g. recognising common letter strings and checking critical features (i.e. does it look right, shape, length etc?);
- building from other words with similar patterns and meanings, e.g. *medical, medicine*;
- spelling by analogy with other known words, e.g. *light, fright*;
- using word banks, dictionaries, etc.;

W7 to practise new spellings regularly by 'look, say, cover, write, check' strategy;

W9 to investigate and learn to use the spelling pattern *le* as in *little, muddle, bottle, scramble, cradle*; (*Spelling bank* p.5)

W14 to infer the meaning of unknown words from context;

W15 to have a secure understanding of the purpose and organisation of the dictionary;

W20 to practise correct formation of basic joins from Year 2:

- diagonal joins to letters without ascenders, e.g. *ai, ar, un*;
- horizontal joins to letters without ascenders, e.g. *ou, vi, wi*;
- diagonal joins to letters with ascenders, e.g. *ab, ul, it*;
- horizontal joins to letters with ascenders, e.g. *ol, wh, ot*.

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Year 3 Term 1

Poetry

Duration: 2 weeks

Text(s)

- Poems based on observation and the senses

Suggested outcome(s)

- Poetry presentation
- Poem

Text level objectives

T6 to read aloud and recite poems, comparing different views of the same subject; to discuss choice of words and phrases and describe and create impact, e.g. adjectives, powerful and expressive verbs, e.g. '*stare*' instead of '*look*';

T7 to distinguish between rhyming and non-rhyming poetry and comment on the impact of layout;

T8 to express their views about a story or poem, identifying specific words and phrases to support their viewpoint;

T9 to generate ideas relevant to a topic by brainstorming, word association, etc.;

T13 to collect suitable words and phrases, in order to write poems and short descriptions; design simple patterns with words, use repetitive phrases; write imaginative comparisons;

T14 to invent calligrams and range of shape poems, selecting appropriate words and careful presentation. Build up class collections.

Suggested speaking and listening emphases

- Recite and listen to poems read aloud.
- Discuss choice of words and phrases that create an impact in a poem.
- Express likes and dislikes clearly, offering supporting evidence from the poem.

Sentence level objectives

S1 to use awareness of grammar to decipher new or unfamiliar words, e.g. to predict from the text, read on, leave a gap and return; to use these strategies in conjunction with knowledge of phonemes, word recognition, graphic knowledge and context when reading;

S6 to secure knowledge of question marks and exclamation marks in reading, understanding their purpose and use appropriately in own writing. (*Grammar for writing* Unit 3)

Word level objectives

W1 the spelling of words containing each of the long vowel phonemes from KS1 (Appendix List 3);

W4 to discriminate syllables in reading and spelling (from Year 2);

W5 to identify mis-spelt words in own writing; to keep individual lists (e.g. spelling logs) and learn to spell them;

W6 to use independent spelling strategies, including:

- sounding out and spelling using phonemes;
- using visual skills, e.g. recognising common letter strings and checking critical features (i.e. does it look right, shape, length, etc.);
- building from other words with similar patterns and meanings, e.g. *medical, medicine;*
- spelling by analogy with other known words, e.g. *light, fright;*
- using word banks, dictionaries, etc.;

W7 to practise new spellings regularly by 'look, say, cover, write, check' strategy;

W10 to recognise and spell common prefixes and how these influence word meanings, e.g. *un-, de-, dis-, re-, pre-;* (*Spelling bank* p.6)

W11 to use their knowledge of prefixes to generate new words from root words, especially antonyms, *happy/unhappy, appear/disappear;* (*Spelling bank* p.7)

W12 to use the term '*prefix*';

W13 to collect new words from reading and work in other subjects and create ways of categorising and logging them, e.g. personal dictionaries, glossaries;

W16 to understand the purpose and organisation of the thesaurus, and to make use of it to find synonyms;

W17 to generate synonyms for high frequency words, e.g. *big, little, like, good, nice, nasty;*

W18 to use the term '*synonym*';

W21 to ensure consistency in size and proportions of letter and the spacing between letters and words.

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Year 3 Term 1

Fact and fiction **Duration:** 1 week	**Text(s)** • Information books on topics of interest	**Suggested outcome(s)** • Evaluation of non-fiction texts
Text level objectives	**Sentence level objectives**	**Word level objectives**
T17 to understand the distinction between fact and fiction; to use terms *'fact', 'fiction'* and *'non-fiction'* appropriately; T18 to notice differences in the style and structure of fiction and non-fiction writing.	S1 to use awareness of grammar to decipher new or unfamiliar words, e.g. to predict from the text, read on, leave a gap and return; to use these strategies in conjunction with knowledge of phonemes, word recognition, graphic knowledge and context when reading; S3 the function of verbs in sentences through; • noticing that sentences cannot make sense without them; • collecting and classifying examples of verbs from reading and own knowledge, e.g. *run, chase, sprint; eat, consume, gobble; said, whispered, shrieked*; • experimenting with changing simple verbs in sentences and discussing their impact on meaning; (*Grammar for writing* Unit 1) S5 to use the term *'verb'* appropriately; (*Grammar for writing* Unit 1) S9 to notice and investigate a range of other devices for presenting texts, e.g. speech bubbles, enlarged or italicised print, captions and headings, inset text. Explore purposes and collect examples; (*Grammar for writing* Unit 5) S10 to identify the boundaries between separate sentences in reading and in their own writing.	W3 to read and spell correctly the high frequency words from KS1 (Appendix List 1); W10 to recognise and spell common prefixes and how these influence word meanings, e.g. *un-, de-, dis-, re-, pre-*; W11 to use their knowledge of prefixes to generate new words from root words, especially antonyms, *happy/unhappy, appear/disappear*; (*Spelling bank* p.6-7) W12 to use the term *'prefix'*; W13 to collect new words from reading and work in other subjects and create ways of categorising and logging them, e.g. personal dictionaries, glossaries; W20 to practise correct formation of basic joins from Year 2: • diagonal joins to letters without ascenders, e.g. *ai, ar, un*; • horizontal joins to letters without ascenders, e.g. *ou, vi, wi*; • diagonal joins to letters with ascenders, e.g. *ab, ul, it*; • horizontal joins to letters with ascenders, e.g. *ol, wh, ot*.
Suggested speaking and listening emphases • Talk about some typical features of *'fact', 'fiction'* and *'non-fiction'* texts. • Use the terms accurately in class discussion.		

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Year 3 Term 1

Reports **Duration:** 2 weeks	**Text(s)** • Non-chronological reports	**Suggested outcome(s)** • Notes • Report linked to another curriculum area
Text level objectives	**Sentence level objectives**	**Word level objectives**
T18 to notice differences in the style and structure of fiction and non-fiction writing. **T19** to locate information using contents, index, headings, sub-headings, page nos., bibliographies; **T20** to compare the way information is presented, e.g. by comparing a variety of information texts including IT-based sources; **T21** to read information passages, and identify main points or gist of text, e.g. by noting or underlining key words or phrases, listing the 4 or 5 key points covered; **T22** to make a simple record of information from texts read, e.g. by completing a chart of information discovered, by listing key words, drawing together notes from more than one source. (*Grammar for writing* Unit 9)	**S9** to notice and investigate a range of other devices for presenting texts, e.g. speech bubbles, enlarged or italicised print, captions and headings, inset text. Explore purposes and collect examples; (*Grammar for writing* Unit 5) **S13** to use commas to separate items in a list. (*Grammar for writing* Unit 7)	**W1** the spelling of words containing each of the long vowel phonemes from KS1 (Appendix List 3); **W4** to discriminate syllables in reading and spelling (from Year 2); **W5** to identify mis-spelt words in own writing; to keep individual lists (e.g. spelling logs) and learn to spell them; **W6** to use independent spelling strategies, including: • sounding out and spelling using phonemes; • using visual skills, e.g. recognising common letter strings and checking critical features (i.e. does it look right, shape, length etc?); • building from other words with similar patterns and meanings, e.g. *medical, medicine;* • spelling by analogy with other known words, e.g. *light, fright;* • using word banks, dictionaries, etc.; **W7** to practise new spellings regularly by 'look, say, cover, write, check' strategy; **W10** to recognise and spell common prefixes and how these influence word meanings, e.g. *un-, de-, dis-, re-, pre-;* (*Spelling bank* p.6) **W13** to collect new words from reading and work in other subjects and create ways of categorising and logging them, e.g. personal dictionaries, glossaries; **W14** to infer the meaning of unknown words from context; **W15** to have a secure understanding of the purpose and organisation of the dictionary; **W21** to ensure consistency in size and proportions of letter and the spacing between letters and words.
Suggested speaking and listening emphases • Discuss different ways of presenting information. • Discuss and justify selection of points included in a report as the most important.		

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Year 3 Term 2

These units can be taught in any order and some word and sentence level objectives may need to be rearranged.

Unit	Text level	Sentence level	Word level	Wk	Text(s)	Suggested outcome(s)
Narrative: themes	2, 3, 7, 8, 9	2, 3 (*GfW* 10), 6, 7	i) 5, 6, 7 ii) 1, 4, 8 (*SB* p.8+9), 12 (*SB* p.12) 15 (*SB* p.15) iii) 17, 24 iv) 25, 26	3	• Myths, legends and parables with related themes	• A fable or myth with a 'moral message'
Narrative: plot	1, 6, 7, 9, 10	4, 5 (*GfW* 11)	i) 5, 6, 7 ii) 2, 9 (*SB* p.10), 11 iii) 18, 19, 22, 23 iv) 25, 27	2	• Traditional stories, stories with related themes	• Plan and write an alternative 'traditional' story
Poetry	4, 5, 11	1, 9	i) 5, 6, 7 ii) 3, 9 (*SB* p.10), 10 (*SB* p.11), 11 iii) 17, 18, 19, 20, 21 iv) 25, 26	2	• Oral and performance poetry from different cultures	• Poetry presentation
Non-fiction: note-taking and instructions	12, 13, 14, 15, 16, 17	8 (*GfW* 12), 9 (*GfW* 13), 10, 11 (*GfW* 14)	i) 5, 6, 7 ii) 1, 4, 12 (*SB* p.12), 13 (*SB* p.13), 14 (*SB* p.14), 15 (*SB* p.15), 16 iii) 17, 18, 19, 20, 21, 22, 23 iv) 25, 27	2	• Instructions • Dictionaries and thesaurus without illustrations	• Notes related to another curriculum area • Instructions

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Year 3 Term 2

Narrative: themes **Duration:** 3 weeks	**Text(s)** • Myths, legends and parables with related themes	**Suggested outcome(s)** • A fable or myth with a 'moral message'
Text level objectives	**Sentence level objectives**	**Word level objectives**
T2 to identify typical story themes, e.g. trials and forfeits, good over evil, weak over strong, wise over foolish; **T3** to identify and discuss main and recurring characters, evaluate their behaviour and justify views; **T7** to describe and sequence key incidents in a variety of ways, e.g. by listing, charting, mapping, making simple storyboards; **T8** to write portraits of characters, using story text to describe behaviour and characteristics, and presenting portraits in a variety of ways, e.g. as posters, labelled diagrams, letters to friends about them; **T9** to write a story plan for own myth, fable or traditional tale, using story theme from reading but substituting different characters or changing the setting.	**S2** the function of adjectives within sentences, through: • identifying adjectives in shared reading; • discussing and defining what they have in common, i.e. words which qualify nouns; • experimenting with deleting and substituting adjectives and noting effects on meaning; • collecting and classifying adjectives, e.g. for colours, sizes, moods; • experimenting with the impact of different adjectives through shared writing; **S3** to use the term *'adjective'* appropriately; (*Grammar for writing* Unit 10) **S6** to note where commas occur in reading and to discuss their functions in helping the reader. **S7** to use the term *'comma'* appropriately in relation to reading.	**W1** the spelling of words containing each of the long vowel phonemes from KS1 (Appendix List 3); **W4** to discriminate syllables in reading and spelling (from Year 2); **W5** to identify mis-spelt words in own writing; to keep individual lists (e.g. spelling logs) and learn to spell them; **W6** to use independent spelling strategies, including: • sounding out and spelling using phonemes; • using visual skills, e.g. recognising common letter strings and checking critical features (i.e. does it look right, shape, length, etc.); • building from other words with similar patterns and meanings, e.g. *medical, medicine*; • spelling by analogy with other known words, e.g. *light, fright*; • using word banks, dictionaries; **W7** to practise new spellings regularly by 'look, say, cover, write, check' strategy; **W8** how words change when *er, est and y* are added; (*Spelling bank* p.8, 9) **W12** to recognise and generate compound words, e.g. *playground, airport, shoelace, underneath;* and to use this knowledge to support their spelling; (*Spelling bank* p.12) **W15** to use the apostrophe to spell shortened forms of words, e.g. *don't, can't.* (*Spelling bank* p.15)

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Narrative: themes (continued) **Duration:** 3 weeks	**Text(s)** • Myths, legends and parables with related themes	**Suggested outcome(s)** • A fable or myth with a 'moral message'
Text level objectives	**Sentence level objectives**	**Word level objectives**
Suggested speaking and listening emphases • Identify and discuss story themes. • Describe characters, evaluating their behaviour. • Listen to one another when describing and sequencing key incidents.		**W17** to continue the collection of new words from reading and work in other subjects, and make use of them in reading and writing; **W24** to explore opposites, e.g. *upper/lower, rude/polite*; **W25** to practise correct formation of basic joins from the use of the four basic handwriting joins from Y2: • diagonal joins to letters without ascenders, e.g. *ai, ar, un;* • horizontal joins to letters without ascenders, e.g. *ou, vi, wi;* • diagonal joins to letters with ascenders, e.g. *ab, ul, it;* • horizontal joins to letters with ascenders, e.g. *ol, wh, ot.* **W26** to ensure consistency in size and proportion of letters and the spacing between letters and words.

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Year 3 Term 2

Narrative: plot **Duration:** 2 weeks	**Text(s)** • Traditional stories, stories with related themes	**Suggested outcome(s)** • Plan and write an 'alternative' traditional story.
Text level objectives	**Sentence level objectives**	**Word level objectives**
T1 to investigate the styles and voices of traditional story language – collect examples, e.g. story openings and endings; scene openers, e.g. *'Now when ...'*, *'A long time ago ...'*; list, compare and use in own writing; **T6** to plan main points as a structure for story writing, considering how to capture points in a few words that can be elaborated later; discuss different methods of planning; **T7** to describe and sequence key incidents in a variety of ways, e.g. by listing, charting, mapping, making simple storyboards; **T9** to write a story plan for own myth, fable or traditional tale, using story theme from reading but substituting different characters or changing the setting; **T10** to write alternative sequels to traditional stories using same characters and settings, identifying typical phrases and expressions from stories and using these to help structure the writing.	**S4** to extend knowledge and understanding of pluralisation through: • recognising the use of singular and plural forms in speech and through shared reading; • transforming sentences from singular to plural and vice versa, noting which words have to change and which do not; • understanding the term *'collective noun'* and collecting examples – experiment with inventing other collective nouns; • noticing which nouns can be pluralised and which cannot, e.g. *trousers*, *rain*; • recognising pluralisation as one test of a noun; **S5** to use the terms *singular* and *plural* appropriately. (*Grammar for writing* Unit 11)	**W2** to: • identify phonemes in speech and writing; • blend phonemes for reading; • segment words into phonemes for spelling; **W5** to identify mis-spelt words in own writing; to keep individual lists (e.g. spelling logs) and learn to spell them; **W6** to use independent spelling strategies, including: • sounding out and spelling using phonemes; • using visual skills, e.g. recognising common letter strings and checking critical features (i.e. does it look right, shape, length, etc.); • building from other words with similar patterns and meanings, e.g. *medical, medicine*; • spelling by analogy with other known words, e.g. *light, fright*; • using word banks, dictionaries; **W7** to practise new spellings regularly by *'look, say, cover, write, check'* strategy; **W9** to investigate and identify basic rules for changing the spelling of nouns when *s* is added; (*Spelling bank* p.10) **W11** to use the terms 'singular' and 'plural' appropriately; **W18** to infer the meaning of unknown words from context and generate a range of possible meanings, e.g. for the word *'ochre'* in a particular sentence, discuss which is the most likely meaning and why;

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Narrative: plot (continued) **Duration:** 2 weeks	**Text(s)** • Traditional stories, stories with related themes	**Suggested outcome(s)** • Plan and write an 'alternative' traditional story.
Text level objectives	**Sentence level objectives**	**Word level objectives**
Suggested speaking and listening emphases • Use talk prior to writing to plan the main events of a story. • Discuss advantages of different methods of planning. • Discuss alternative sequels to traditional stories.		**W19** to use dictionaries to learn or check the spellings and definitions of words; **W22** to know the quartiles of the dictionary, e.g. *m* lies around the halfway mark, *t* towards the end; **W23** to organise words or information alphabetically, using the first two letters; **W25** to practise correct formation of basic joins from the use of the four basic handwriting joins from Y2: • diagonal joins to letters without ascenders, e.g. *ai, ar, un;* • horizontal joins to letters without ascenders, e.g. *ou, vi, wi;* • diagonal joins to letters with ascenders, e.g. *ab, ul, it;* • horizontal joins to letters with ascenders, e.g. *ol, wh, ot.* **W26** to ensure consistency in size and proportion of letters and the spacing between letters and words. **W27** to build up handwriting speed, fluency and legibility through practice.

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Year 3 Term 2

Poetry **Duration:** 2 weeks	**Text(s)** • Oral and performance poetry from different cultures	**Suggested outcome(s)** • Poetry presentation
Text level objectives	**Sentence level objectives**	**Word level objectives**
T4 to choose and prepare poems for performance, identifying appropriate expression, tone, volume and use of voices and other sounds; **T5** rehearse and improve performance, taking note of punctuation and meaning; **T11** to write new or extended verses for performance based on models of 'performance' and oral poetry read, e.g. rhythms, repetition.	**S1** to use awareness of grammar to decipher new or unfamiliar words, e.g. to predict from the text, read on, leave a gap and re-read; to use these strategies in conjunction with knowledge of phonemes, word recognition, graphic knowledge and context when reading; **S9** to experiment with deleting words in sentences to see which are essential to retain meaning and which are not.	**W3** to read and spell correctly high frequency words from KS1 (Appendix List 1); **W5** to identify mis-spelt words in own writing; to keep individual lists (e.g. spelling logs) and learn to spell them; **W6** to use independent spelling strategies, including: • sounding out and spelling using phonemes; • using visual skills, e.g. recognising common letter strings and checking critical features (i.e. does it look right, shape, length, etc.); • building from other words with similar patterns and meanings, e.g. *medical, medicine*; • spelling by analogy with other known words, e.g. *light, fright*; • using word banks, dictionaries; **W7** to practise new spellings regularly by *'look, say, cover, write, check'* strategy; **W9** to investigate and identify basic rules for changing the spelling of nouns when *s* is added; (*Spelling bank* p.10) **W10** to investigate, spell and read words with silent letters, e.g. *knee, gnat, wrinkle*; (*Spelling bank* p.11) **W11** to use the terms *'singular'* and *'plural'* appropriately; **W17** to continue the collection of new words from reading and work in other subjects, and make use of them in reading and writing;

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Poetry (continued) **Duration:** 2 weeks	**Text(s)** • Oral and performance poetry from different cultures	**Suggested outcome(s)** • Poetry presentation
Text level objectives	**Sentence level objectives**	**Word level objectives**
Suggested speaking and listening emphases • Rehearse oral performance of a poem. • Maintain audience attention by using dynamics, pace and expression.		**W18** to infer the meaning of unknown words from context and generate a range of possible meanings, e.g. for the word 'ochre' in a particular sentence, discuss which is the most likely meaning and why; **W19** to use dictionaries to learn or check the spellings and definitions of words; **W20** to write their own definitions of words, developing precision and accuracy in expression; **W21** to use the term '*definition*'; **W25** to practise correct formation of basic joins from the use of the four basic handwriting joins from Y2: • diagonal joins to letters without ascenders, e.g. *ai, ar, un;* • horizontal joins to letters without ascenders, e.g. *ou, vi, wi;* • diagonal joins to letters with ascenders, e.g. *ab, ul, it;* • horizontal joins to letters with ascenders, e.g. *ol, wh, ot;* **W26** to ensure consistency in size and proportion of letters and the spacing between letters and words.

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Year 3 Term 2

Non-fiction: note-taking and instructions **Duration:** 2 weeks	**Text(s)** • Instructions • Dictionaries and thesaurus without illustrations	**Suggested outcome(s)** • Notes related to another curriculum area • Instructions
Text level objectives	**Sentence level objectives**	**Word level objectives**
T12 to identify the different purposes of instructional texts, e.g. recipes, route-finders, timetables, instructions, plans, rules; **T13** to discuss the merits and limitations of particular instructional texts, including IT and other media texts, and to compare these with others, where appropriate, to give an overall evaluation; **T14** how written instructions are organised, e.g. lists, numbered points, diagrams with arrows, bullet points, keys; **T15** to read and follow simple instructions; **T16** to write instructions, e.g. rules for playing games, recipes, using a range of organisational devices, e.g. lists, dashes, commas for lists in sentences, recognising the importance of correct sequence; use 'writing frames' as appropriate for support.	**S8** other uses of capitalisation from reading, e.g. names, headings, special emphasis, new lines in poetry; (*Grammar for writing* Unit 12) **S9** to experiment with deleting words in sentences to see which are essential to retain meaning and which are not; (*Grammar for writing* Unit 13) **S10** to understand the differences between verbs in the 1st, 2nd and 3rd person, e.g. *I/we do, you/you do, he/she/they do/does*, through: • collecting and categorising examples and noting the differences between the singular and plural persons; • discussing the purposes for which each can be used; • relating to different types of text, e.g. 1st person for diaries, personal letters; 2nd person for instructions, directions; 3rd person for narrative, recounts; • experimenting with transforming sentences and noting which words need to be changed; **S11** to understand the need for grammatical agreement in speech and writing, e.g. *I am, we are*. (*Grammar for writing* Unit 14)	**W1** the spelling of words containing each of the long vowel phonemes from KS1 (Appendix List 3); **W4** to discriminate syllables in reading and spelling (from Year 2); **W5** to identify mis-spelt words in own writing; to keep individual lists (e.g. spelling logs) and learn to spell them; **W6** to use independent spelling strategies, including: • sounding out and spelling using phonemes; • using visual skills, e.g. recognising common letter strings and checking critical features (i.e. does it look right, shape, length, etc.); • building from other words with similar patterns and meanings, e.g. *medical, medicine*; • spelling by analogy with other known words, e.g. *light, fright*; • using word banks, dictionaries; **W7** to practise new spellings regularly by 'look, say, cover, write, check' strategy; **W12** to recognise and generate compound words, e.g. *playground, airport, shoelace, underneath*, and to use this knowledge to support their spelling; (*Spelling bank* p.12) **W13** to recognise and spell common suffixes and how these influence word meanings, e.g. *-ly, -ful, -less*.;(*Spelling bank* p.13) **W14** to use their knowledge of suffixes to generate new words from root words, e.g. *proud/proudly, hope/hopeful/hopeless*; (*Spelling bank* p.14)

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Non-fiction: note-taking and instructions (continued)

Duration: 2 weeks

Text(s)

- Instructions
- Dictionaries and thesaurus without illustrations

Suggested outcome(s)

- Notes related to another curriculum area
- Instructions

Text level objectives

T17 to make clear notes, through, e.g.:

- discussing the purpose of note-taking and looking at simple examples;
- identifying the purpose for which particular notes will be used;
- identifying key words, phrases or sentences in reading;
- exploring ways of writing ideas, messages, in shortened forms, e.g. notes, lists, headlines, telegrams, to understand that some words are more essential to meaning than others;
- making use of simple formats to capture key points, e.g. flow chart, 'for' and 'against' columns, matrices to complete in writing or on screen;
- identifying intended audience, i.e. self or others.

Suggested speaking and listening emphases

- Orally rehearse instructions before writing them.
- Discuss the merits/limitations of particular instructional texts.
- Discuss different purposes and methods of making notes.

Sentence level objectives

Word level objectives

W15 to use the apostrophe to spell shortened forms of words, e.g. *don't, can't*; (Spelling bank p.15)

W16 to use the term *'suffix'*;

W17 to continue the collection of new words from reading and work in other subjects, and make use of them in reading and writing;

W18 to infer the meaning of unknown words from context and generate a range of possible meanings, e.g. for the word 'ochre' in a particular sentence, discuss which is the most likely meaning and why;

W19 to use dictionaries to learn or check the spellings and definitions of words;

W20 to write their own definitions of words, developing precision and accuracy in expression;

W21 to use the term *'definition'*;

W22 to know the quartiles of the dictionary, e.g. *m* lies around the halfway mark, *t* towards the end;

W23 to organise words or information alphabetically, using the first two letters;

W25 to practise correct formation of basic joins from the use of the four basic handwriting joins from Y2:

- diagonal joins to letters without ascenders, e.g. *ai, ar, un;*
- horizontal joins to letters without ascenders, e.g. *ou, vi, wi;*
- diagonal joins to letters with ascenders, e.g. *ab, ul, it;*
- horizontal joins to letters with ascenders, e.g. *ol, wh, ot.*

W27 to build up handwriting speed, fluency and legibility through practice.

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Year 3 Term 3

These units can be taught in any order and some word and sentence level objectives may need to be rearranged.

Unit	Text level	Sentence level	Word level	Wk	Text(s)	Suggested outcome(s)
Narrative: plot	1, 2, 10, 11,13	1, 4 (*GfW* 16), 5 (*GfW* 17), 6 (*GfW* 18)	i) 5, 6, 7 ii) 1, 4, 8 (*SB* p.16), 9 (*SB* p.17), 10 (*SB* p. 18) iii) 12, 13, 15 iv) 17	3	• Adventure/mystery stories	• Story (focus on sequence)
Narrative: perspective/ character	3, 4, 5, 12	2 (*GfW* 15), 3 *GfW* 15), 4 (*GfW* 16)	i) 5, 6, 7 ii) 2, 11 (*SB* p.19) iii) 13, 16 iv) 17, 18	2	• Range of stories	• Adventure/mystery story
Poetry	6, 7, 15, 21	1	i) 5, 6, 7 ii) 3, 11 (*SB* p.19) iii) 12, 14 (*SB* p.20) iv) 17	1	• Range of poetry including humour	• Poem
Authors	1, 8, 9, 14	5 (*GfW* 17)	i) 5, 6, 7 ii) 1, 4, 9 (*SB* p.17), 10 (*SB* p.18) iii) 12, 14 iv) 18	2	• Stories by same author	• Reading journal
Note-taking and letters	16, 20, 21, 22, 23, 25, 26	1, 3 (*GfW* 15), 6 (*GfW* 18), 7 (*GfW* 19)	i) 5, 6, 7 ii) 3, 11 (*SB* p.19) iii) 12, 16 iv) 17, 19	3	• Range of texts including letters	• Letter • An account presented in a variety of forms
Alphabetical text	17, 18, 21, 24	7 (*GfW* 19)	i) 5, 6, 7 ii) 2, 8 (*SB* p.16) iii) 12, 15 iv) 19	2	• Alphabetic texts	• Alphabetical text including IT texts linked to other curriculum area

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Year 3 Term 3

Narrative: plot **Duration:** 3 weeks	**Text(s)** • Adventure/mystery stories	**Suggested outcome(s)** • Story (focus on sequence)
Text level objectives	**Sentence level objectives**	**Word level objectives**
T1 to re-tell main points of story in sequence; to compare different stories; to evaluate stories and justify their preferences; **T2** to refer to significant aspects of the text, e.g. opening, build-up, atmosphere, and to know language is used to create these, e.g. use of adjectives for description; **T10** to plot a sequence of episodes modelled on a known story, as a plan for writing **T11** to write openings to stories or chapters linked to or arising from reading; to focus on language to create effects, e.g. building tension, suspense, creating moods, setting scenes; **T13** to write more extended stories based on a plan of incidents and set out in simple chapters with titles and author details; to use paragraphs to organise the narrative.	**S1** to use awareness of grammar to decipher new or unfamiliar words, e.g. to predict from the text, read on, leave a gap and re-read; to use these strategies in conjunction with knowledge of phonemes, word recognition, graphic knowledge and context when reading; **S4** to use speech marks and other dialogue punctuation appropriately in writing and to use the conventions which mark boundaries between spoken words and the rest of the sentence (*Grammar for writing* Unit 16) **S5** how sentences can be joined in more complex ways through using a widening range of conjunctions in addition to *'and'* and *'then'*, e.g.: *if, so, while, though, since, when* (*Grammar for writing* Unit 17); **S6** to investigate through reading and writing how words and phrases can signal time sequences, e.g. *first, then, after, meanwhile, from, where.* (*Grammar for writing* Unit 18)	**W1** the spelling of words containing each of the long vowel phonemes from KS1(Appendix List 3); **W4** to discriminate syllables in reading and spelling (from Year 2); **W5** to identify mis-spelt words in own writing; to keep individual lists (e.g. spelling logs) and learn to spell them; **W6** to use independent spelling strategies, including: • sounding out and spelling using phonemes; • using visual skills', e.g. recognising common letter strings and checking critical features (i.e. does it look right, shape, length, etc?); • building from other words with similar patterns and meanings, e.g. medical, medicine; • spelling by analogy with other known words, e.g. light, fright; • using word banks, dictionaries; **W7** to practise new spellings regularly by 'look, say, cover, write, check' strategy; **W8** identify short words within longer words as an aid to spelling; (*Spelling bank* p.16) **W9** to recognise and spell the prefixes *mis-, non-, ex-, co-, anti-;* (*Spelling bank* p.17) **W10** to use their knowledge of these prefixes to generate new words from root words, e.g. *lead/mislead, sense/nonsense*, and to understand how they give clues to meaning, e.g. *extend, export, explode; mislead, mistake, misplace*; (*Spelling bank* p.18)

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Narrative: plot (continued) Duration: 3 weeks	**Text(s)** • Adventure/mystery stories	**Suggested outcome(s)** • Story (focus on sequence)
Text level objectives	**Sentence level objectives**	**Word level objectives**
Suggested speaking and listening emphases • Listen to a story and re-tell main points in sequence. • Discuss significant aspects of the text, finding extracts to support reaction. • Discuss how language is used to create effect.		**W12** to continue the collection of new words from reading and work in other subjects, and making use of them in reading and writing; **W13** to collect synonyms which will be useful in writing dialogue, e.g. *shouted, cried, yelled, squealed,* exploring the effects on meaning, e.g. through substituting these synonyms in sentences; **W15** to understand that some dictionaries provide further information about words, e.g. their origins, multiple meanings and that this can provide a guide to spelling; **W17** to practise correct formation of basic joins from the use of the four basic handwriting joins from Y2, and use these for independent writing: • diagonal joins to letters without ascenders, e.g. *ai, ar, un*; • horizontal joins to letters without ascenders, e.g. *ou, vi, wi*; • diagonal joins to letters with ascenders, e.g. *ab, ul, it*; • horizontal joins to letters with ascenders, e.g. *ol, wh, ot.*

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Year 3 Term 3

Narrative: perspective/character **Duration:** 2 weeks	**Text(s)** • Range of stories	**Suggested outcome(s)** • Adventure/mystery story
Text level objectives	**Sentence level objectives**	**Word level objectives**
T3 to distinguish between 1st and 3rd person accounts; **T4** to consider credibility of events, e.g. by selecting some real life adventures either written or retold as stories and comparing them with fiction; **T5** to discuss (i) characters' feelings; (ii) behaviour, e.g. fair or unreasonable, brave or foolish; (iii) relationships, referring to the text and making judgements; **T12** to write a first person account, e.g. write a character's own account of incident in story read.	**S2** to identify pronouns and understand their functions in sentences through: • noticing in speech and reading how they stand in place of nouns; • substituting pronouns for common and proper nouns in own writing; • distinguishing personal pronouns, e.g. *I, you, him, it* and possessive pronouns, e.g. *my, yours, hers*; • distinguishing the 1st, 2nd, 3rd person forms of pronouns e.g. *I, me, we, you; she, her, them* investigating the contexts and purposes for using pronouns in different persons, linked to previous term's work on 1st and 3rd person; • investigating how pronouns are used to mark gender: *he, she, they, etc.;* (*Grammar for writing* Unit 15) **S3** to ensure grammatical agreement in speech and writing of pronouns and verbs, e.g. *I am, we are*, in standard English; (*Grammar for writing* Unit 15) **S4** to use speech marks and other dialogue punctuation appropriately in writing and to use the conventions which mark boundaries between spoken words and the rest of the sentence. (*Grammar for writing* Unit 16)	**W2** to: • identify phonemes in speech and writing; • blend phonemes for reading; • segment words into phonemes for spelling; **W5** to identify mis-spelt words in own writing; to keep individual lists (e.g. spelling logs) and learn to spell them; **W6** to use independent spelling strategies, including: • sounding out and spelling using phonemes; • using visual skills, e.g. recognising common letter strings and checking critical features (i.e. does it look right, shape, length, etc.); • building from other words with similar patterns and meanings, e.g. *medical, medicine*; • spelling by analogy with other known words, e.g. *light, fright*; • using word banks, dictionaries; **W7** to practise new spellings regularly by *'look, say, cover, write, check'* strategy; **W11** to use the apostrophe to spell further contracted forms, e.g. *couldn't*; (*Spelling bank* p.19) **W13** to collect synonyms which will be useful in writing dialogue, e.g. *shouted, cried, yelled, squealed,* exploring the effects on meaning, e.g. through substituting these synonyms in sentences; **W16** to collect, investigate, classify common expressions from reading and own experience, e.g. ways of expressing surprise, apology, greeting, warning, thanking, refusing;

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Narrative: perspective/character (continued) **Duration:** 2 weeks	**Text(s)** • Range of stories	**Suggested outcome(s)** • Adventure/mystery story
Text level objectives	**Sentence level objectives**	**Word level objectives**
Suggested speaking and listening emphases • Describe character's feelings and actions. • Discuss relationship between character's feelings and actions. • Discuss and evaluate credibility of events, making connections with own experience.		**W17** to practise correct formation of basic joins from the use of the four basic handwriting joins from Y2, and use these for independent writing: • diagonal joins to letters without ascenders, e.g. *ai, ar, un*; • horizontal joins to letters without ascenders, e.g. *ou, vi, wi*; • diagonal joins to letters with ascenders, e.g. *ab, ul, it*; • horizontal joins to letters with ascenders, e.g. *ol, wh, ot*; **W18** to ensure consistency in size and proportions of letters and the spacing between letters and words.

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Year 3 Term 3

Poetry **Duration:** 1 week	**Text(s)** • Range of poetry including humour	**Suggested outcome(s)** • Poem
Text level objectives	**Sentence level objectives**	**Word level objectives**
T6 to compare forms or types of humour, e.g. by exploring collecting and categorising form or type of humour, e.g. word play, joke poems, word games, absurdities, cautionary tales, nonsense verse, calligrams; **T7** to select, prepare, read aloud and recite by heart poetry that plays with language or entertains; to recognise rhyme, alliteration and other patterns of sound that create effects; **T15** to write poetry that uses sound to create effects, e.g. onomatopoeia, alliteration, distinctive rhythms; **T21** use IT to bring to a published form – discuss relevance of layout, font, etc., to audience.	**S1** to use awareness of grammar to decipher new or unfamiliar words, e.g. to predict from the text, read on, leave a gap and re-read; to use these strategies in conjunction with knowledge of phonemes, word recognition, graphic knowledge and context when reading;	**W3** to read and spell correctly the high frequency words from KS1 (Appendix List 1); **W5** to identify mis-spelt words in own writing; to keep individual lists (e.g. spelling logs) and learn to spell them; **W6** to use independent spelling strategies, including • sounding out and spelling using phonemes; • using visual skills, e.g. recognising common letter strings and checking critical features (i.e. does it look right, shape, length, etc?); • building from other words with similar patterns and meanings, e.g. *medical, medicine*; • spelling by analogy with other known words, e.g. *light, fright*; • using word banks, dictionaries; **W7** to practise new spellings regularly by *'look, say, cover, write, check'* strategy; **W11** to use the apostrophe to spell further contracted forms, e.g. *couldn't*; (*Spelling bank* p.19) **W12** to continue the collection of new words from reading and work in other subjects, and making use of them in reading and writing; **W14** to explore homonyms which have the same spelling but multiple meanings and explain how the meanings can be distinguished in context, e.g. *form* (shape or document), *wave* (gesture, shape or motion); (*Spelling bank* p.20)

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Poetry (continued) **Duration:** 1 week	**Text(s)** • Range of poetry including humour	**Suggested outcome(s)** • Poem
Text level objectives	**Sentence level objectives**	**Word level objectives**
Suggested speaking and listening emphases • Experiment with words used to create sound effects. • Read aloud/recite poetry and talk about language features of chosen poem. • Justify inclusion of different texts in chosen category. • Talk about the relevance to a reader of different layouts, fonts, etc.		**W17** to practise correct formation of basic joins from the use of the four basic handwriting joins from Y2, and use these for independent writing: • diagonal joins to letters without ascenders, e.g. *ai, ar, un*; • horizontal joins to letters without ascenders, e.g. *ou, vi, wi*; • diagonal joins to letters with ascenders, e.g. *ab, ul, it*; • horizontal joins to letters with ascenders, e.g. *ol, wh, ot*.

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Year 3 Term 3

Authors **Duration:** 2 weeks	**Text(s)** • Stories by same author	**Suggested outcome(s)** • Reading journal
Text level objectives	**Sentence level objectives**	**Word level objectives**
T1 to retell main points of story in sequence; to compare different stories; to evaluate stories and justify their preferences; **T8** to compare and contrast works by the same author, e.g. different stories, sequels using same characters in new settings, stories sharing similar themes; **T9** to be aware of authors to discuss preferences and reasons for these; **T14** to write book reviews for a specified audience, based on evaluations of plot, characters and language.	**S5** how sentences can be joined in more complex ways through using a widening range of conjunctions in addition to *'and'* and *'then'*, e.g.: *if, so, while, though, since, when.* (*Grammar for writing* Unit 17)	**W1** the spelling of words containing each of the long vowel phonemes from KS1 (Appendix List 3); **W4** to discriminate syllables in reading and spelling (from Year 2); **W5** to identify mis-spelt words in own writing; to keep individual lists (e.g. spelling logs) and learn to spell them; **W6** to use independent spelling strategies, including • sounding out and spelling using phonemes; • using visual skills, e.g. recognising common letter strings and checking critical features (i.e. does it look right, shape, length, etc?); • building from other words with similar patterns and meanings, e.g. medical, medicine; • spelling by analogy with other known words, e.g. light, fright; • using word banks, dictionaries; **W7** to practise new spellings regularly by 'look, say, cover, write, check' strategy; **W9** to recognise and spell the prefixes *mis-, non-, ex-, co-, anti-;* (*Spelling bank* p.17) **W10** to use their knowledge of these prefixes to generate new words from root words, e.g. *lead/mislead, sense/nonsense*, and to understand how they give clues to meaning, e.g. *extend, export, explode; mislead, mistake, misplace;* (*Spelling bank* p.18) **W12** to continue the collection of new words from reading and work in other subjects, and making use of them in reading and writing;

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Authors (continued) **Duration:** 2 weeks	**Text(s)** • Stories by same author	**Suggested outcome(s)** • Reading journal
Text level objectives	**Sentence level objectives**	**Word level objectives**
Suggested speaking and listening emphases • Express and justify preferences for an author, drawing on evidence from the author's work. • Listen to, and acknowledge, the preferences of others.		**W14** to explore homonyms, which have the same spelling but multiple meanings, and explain how the meanings can be distinguished in context, e.g. *form* (shape or document), *wave* (gesture, shape or motion); (*Spelling bank* p.20) **W18** to ensure consistency in size and proportions of letters and the spacing between letters and words.

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Year 3 Term 3

Note-taking and letters **Duration:** 2 weeks	**Text(s)** • Range of texts including letters	**Suggested outcome(s)** • Letter • An account presented in a variety of forms
Text level objectives	**Sentence level objectives**	**Word level objectives**
T16 to read examples of letters written for a range of purposes, e.g. to recount, explain, enquire, complain, congratulate, comment; understand form and layout including use of paragraphs, ways of starting, ending, etc. and ways of addressing different audiences – formal/informal; **T20** to write letters, notes and messages linked to work in other subjects, to communicate within school; letters to authors about books, selecting style and vocabulary appropriate to the intended reader; **T21** use IT to bring to a published form – discuss relevance of layout, font, etc., to audience; **T22** experiment with recounting the same event in a variety of ways, e.g. in the form of a story, a letter, a news report; **T23** to organise letters into simple paragraphs; **T25** to revise and extend work on note-making from previous term; **T26** to summarise in writing the content of a passage or text and the main point it is making.	**S1** to use awareness of grammar to decipher new or unfamiliar words, e.g. to predict from the text, read on, leave a gap and re-read; to use these strategies in conjunction with knowledge of phonemes, word recognition, graphic knowledge and context when reading; **S3** to ensure grammatical agreement in speech and writing of pronouns and verbs, e.g. *I am, we are*, in standard English; (*Grammar for writing* Unit 15) **S6** to investigate through reading and writing how words and phrases can signal time sequences, e.g. *first, then, after, meanwhile, from, where;* (*Grammar for writing* Unit 18) **S7** to become aware of the use of commas in marking grammatical boundaries within sentences. (*Grammar for writing* Unit 19)	**W3** to read and spell correctly the high frequency words from KS1 (Appendix List 1); **W5** to identify mis-spelt words in own writing; to keep individual lists (e.g. spelling logs) and learn to spell them; **W6** to use independent spelling strategies, including: • sounding out and spelling using phonemes; • using visual skills, e.g. recognising common letter strings and checking critical features (i.e. does it look right, shape, length, etc.);; • building from other words with similar patterns and meanings, e.g. *medical, medicine*; • spelling by analogy with other known words, e.g. *light, fright*; • using word banks, dictionaries; **W7** to practise new spellings regularly by *'look, say, cover, write, check'* strategy; **W11** to use the apostrophe to spell further contracted forms, e.g. *couldn't;* **W12** to continue the collection of new words from reading and work in other subjects, and making use of them in reading and writing; **W16** to collect, investigate, classify common expressions from reading and own experience, e.g. ways of expressing surprise, apology, greeting, warning, thanking, refusing;

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Note-taking and letters (continued) **Duration:** 2 weeks	**Text(s)** • Range of texts including letters	**Suggested outcome(s)** • Letter • An account presented in a variety of forms
Text level objectives	**Sentence level objectives**	**Word level objectives**
Suggested speaking and listening emphases • Listen for the key features of 'startings' and 'endings' of letters read out. • Identify and discuss formal language and the language of enquiry, congratulation, comment in letters. • Use talk during the writing process, to compose a letter. • Briefly summarise the main point of a passage or text.		**W17** to practise correct formation of basic joins from the use of the four basic handwriting joins from Y2, and use these for independent writing: • diagonal joins to letters without ascenders, e.g. *ai, ar, un*; • horizontal joins to letters without ascenders, e.g. *ou, vi, wi*; • diagonal joins to letters with ascenders, e.g. *ab, ul, it*; • horizontal joins to letters with ascenders, e.g. ol, wh, ot; **W19** to build up handwriting speed, fluency and legibility through practice.

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Year 3 Term 3

Alphabetical texts **Duration:** 2 weeks	**Text(s)** • Alphabetical texts	**Suggested outcome(s)** • Alphabetical texts including IT texts linked to other curriculum areas
Text level objectives	**Sentence level objectives**	**Word level objectives**
T17 to 'scan' indexes, directories and IT sources, etc. to locate information quickly and accurately; **T18** to locate books by classification in class or school libraries; **T21** use IT to bring to a published form – discuss relevance of layout, font, etc. to audience; **T24** to make alphabetically ordered texts – use information from other subjects, own experience, or derived from other information books, e.g. a book about building materials, sports.	**S7** to become aware of the use of commas in marking grammatical boundaries within sentences. (*Grammar for writing* Unit 19)	**W2** to: • identify phonemes in speech and writing; • blend phonemes for reading; • segment words into phonemes for spelling; **W5** to identify mis-spelt words in own writing; to keep individual lists (e.g. spelling logs) and learn to spell them; **W6** to use independent spelling strategies, including: • sounding out and spelling using phonemes; • using visual skills, e.g. recognising common letter strings and checking critical features (i.e. does it look right, shape, length, etc.); • building from other words with similar patterns and meanings, e.g. *medical, medicine*; • spelling by analogy with other known words, e.g. *light, fright*; • using word banks, dictionaries; **W7** to practise new spellings regularly by 'look, say, cover, write, check' strategy; **W8** identify short words within longer words as an aid to spelling; (*Spelling bank* p.16) **W12** to continue the collection of new words from reading and work in other subjects, and making use of them in reading and writing; **W15** to understand that some dictionaries provide further information about words, e.g. their origins, multiple meanings and that this can provide a guide to spelling; **W19** to build up handwriting speed, fluency and legibility through practice.
Suggested speaking and listening emphases • Describe how to locate one piece of information from an index or to find a book in the school library.		

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Year 4 medium-term plans

Year 4 Term ____

	Unit	Text	Sentence	Word	Wk	Text(s)	Suggested outcome(s)	Cross-curricular links (where appropriate)
1								
2								
3								
4								
5								
6								

Notes:

-
-
-

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Year 4 Term 1

Unit	Text level	Sentence level	Word level	Wk	Text(s)	Suggested outcome(s)
Narrative: plot	3, 4, 9, 10, 15 (*GfW* 25)	4 (*GfW* 23)	i) 2, 3, 4 ii) 1, 6 (*SB* p.22) iii) 11 iv) 15, 16	2	• Class novel	• Story plans • Story
Narrative: character and setting	1, 2, 11, 12	3 (*GfW* 22)	i) 2, 3, 4 ii) 7 (*SB* p.23), 8 (*SB* p.24), 10 iii)12 iv) 15, 17	2	• Short stories including some with an historical setting	• Character sketch • Personal response
Poetry	7, 8, 14	2 (*GfW* 21)	i) 2, 3, 4 ii) 1, 9 (*SB* p.25-26) iii) 11, 13 iv) 15, 16	1	• Collections of poems on similar themes	• Poems based on personal or imagined experience
Plays	5, 6, 13	4 (*GfW* 23)	i) 2, 3, 4 ii) 5, 10 iii) 11, 14 (*SB* p.27) iv) 15, 17	2	• Playscripts	• Playscript of known story
Newspapers/magazines	16, 17, 18, 19, 20, 21, 23, 24	5 (*GfW* 24)	i) 2, 3, 4 ii) 1, 9 (*SB* p.25-26) iii) 11, 13, 14 (*SB* p.27) iv) 15, 16	3	• Newspaper reports and examples of newspaper page layouts. Non-fiction texts from print, Internet and CDROM sources.	• Newspaper style reports using IT
Instructions	22, 25, 26	1 (*GfW* 20)	i) 2, 3, 4 ii) 6 (*SB* p.22), 10 iii) 12 iv) 15, 17	2	• Instructional texts linked to other curriculum area, e.g. technology	• Rules/instructions
Reports	27	2 (*GfW* 21)	i) 2, 3, 4 ii) 1, 7 (*SB* p.23), 8 (*SB* p.24) iii) 11	1	• Non-chronological report	• Non-chronological report

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			iv) 15, 16			

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Year 4 Term 1

Narrative: plot **Duration:** 2 weeks	**Text(s)** • Class novel	**Suggested outcome(s)** • Story plans • Story
Text level objectives	**Sentence level objectives**	**Word level objectives**
T3 to explore chronology in narrative using written or other media texts, by mapping how much time passes in the course of the story, e.g. noticing where there are jumps in time, or where some events are skimmed over quickly, and others told in detail; **T4** to practise new spellings regularly by 'look, say, cover, write, check' strategy; **T9** to use different ways of planning stories, e.g. using brainstorming, notes, diagrams; **T10** to plan a story identifying the stages of its telling; **T15** to use paragraphs in story writing to organise and sequence the narrative. (*Grammar for writing* Unit 25)	**S4** to identify adverbs and understand their functions in sentences through: • identifying common adverbs with *ly* suffix and discussing their impact on the meaning of sentences; • noticing where they occur in sentences and how they are used to qualify the meanings of verbs; • collecting and classifying examples of adverbs, e.g. for speed: *swiftly, rapidly, sluggishly;* light: *brilliantly, dimly;* • investigating the effects of substituting adverbs in clauses or sentences, e.g. *They left the* house *...ly;* • using adverbs with greater discrimination in own writing. (*Grammar for writing* Unit 23)	**W1** to read and spell words through: • identifying phonemes in speech and writing; • blending phonemes for reading; • segmenting words into phonemes for spelling; • correct reading and spelling of high frequency words from KS1 and Y3; • identifying syllabic patterns in multi-syllabic words; • using phonic/spelling knowledge as a cue, together with graphic, grammatical and contextual knowledge, when reading unfamiliar texts; • recalling the high frequency words learnt in KS1 and Y3; **W2** to identify mis-spelt words in own writing; to keep individual lists (e.g. spelling logs) and learn to spell them; **W3** to use independent spelling strategies, including: • sounding out and spelling using phonemes; • using visual skills, e.g. recognising common letter strings and checking critical features (i.e. does it look right, shape, length, etc.); • building from other words with similar patterns and meanings, e.g. *medical, medicine*; • spelling by analogy with other known words, e.g. *light, fright*; • using word banks, dictionaries;

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Narrative: plot (continued) **Duration:** 2 weeks	**Text(s):** • Class novel	**Suggested outcome(s)** • Story plans • Story
Text level objectives	**Sentence level objectives**	**Word level objectives**
Suggested speaking and listening emphases • Listen for and discuss development in narrative signalled by language of time and place. • Discuss each of the main stages in a story. • Explain sequencing of paragraphs when writing.		**W4** to practise new spellings regularly by 'look, say, cover, write, check' strategy; **W6** to distinguish between the spelling and meanings of common homophones, e.g. *to/two/too; they're/their/there; piece/peace*; (*Spelling bank* p.22) **W11** to define familiar vocabulary in their own words, using alternative phrases or expressions; **W15** to use joined handwriting for all writing except where other special forms are required; **W16** to know when to use: • a clear neat hand for finished, presented work; • informal writing for everyday informal work, rough drafting, etc.

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Year 4 Term 1

Narrative: character and setting **Duration:** 2 weeks	**Text(s)** • Short stories including some with an historical setting	**Suggested outcome(s)** • Character sketch • Personal response
Text level objectives	**Sentence level objectives**	**Word level objectives**
T1 to investigate how settings and characters are built up from small details, and how the reader responds to them; **T2** to identify the main characteristics of the key characters, drawing on the text to justify views, and using the information to predict actions; **T11** write character sketches, focusing on small details to evoke sympathy or dislike; **T12** to write independently, linking own experience to situations in historical stories, e.g. *How would I have responded? What would I do next?*	**S3** identify the use of powerful verbs, e.g. *'hobbled'* instead of *'went'*, e.g. through cloze procedure. (*Grammar for writing* Unit 22)	**W2** to identify mis-spelt words in own writing; to keep individual lists (e.g. spelling logs) and learn to spell them; **W3** to use independent spelling strategies, including: • sounding out and spelling using phonemes; • using visual skills, e.g. recognising common letter strings and checking critical features (i.e. does it look right, shape, length, etc?); • building from other words with similar patterns and meanings, e.g. *medical, medicine*; • spelling by analogy with other known words, e.g. *light, fright*; • using word banks, dictionaries; **W4** to practise new spellings regularly by 'look, say, cover, write, check' strategy; **W7** to spell regular verb endings *s, ed, ing* (link to grammar work on tenses); (*Spelling bank* p.23) **W8** to spell irregular tense changes, e.g. *go/went, can/could*; (*Spelling bank* p.24) **W10** to read and spell correctly the words in the medium frequency word list; **W12** to use 3rd and 4th place letters to locate and sequence words in alphabetical order; **W15** to use joined handwriting for all writing except where other special forms are required; **W17** to ensure consistency in size and proportions of letters and spacing between letters and words.
Suggested speaking and listening emphases • Use detail in character study to discuss how and why the reader responds to each character. • Describe and discuss characters including reference to small details in the text. • Predict and explain actions of a character based on detail and character sketches.		

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Year 4 Term 1

Poetry **Duration:** 1 week	**Text(s)** • Collections of poems on similar themes	**Suggested outcome(s)** • Poems based on personal or imagined experience
Text level objectives	**Sentence level objectives**	**Word level objectives**
T7 compare and contrast poems on similar themes, particularly their form and language, discussing personal responses and preferences; **T8** to find out more about popular authors, poets, etc., and use this information to move on to more books by favourite writers; **T14** to write poems based on personal or imagined experience, linked to poems read. List brief phrases and words, experiment by trimming or extending sentences; experiment with powerful and expressive verbs.	**S2** to revise work on verbs from Year 1 term 3 and to investigate verb tenses (past, present and future): • compare sentences from narrative and information texts, e.g. narrative in past tense, explanations in present tense (e.g. *'when the circuit is …'*); forecasts/directions, etc. in future. Develop awareness of how tense relates to purpose and structure of text; • to understand the term *'tense'* (i.e. that it refers to time) in relation to verbs and use it appropriately; • understand that one test of whether a word is a verb is whether or not its tense can be changed. (*Grammar for writing* Unit 21)	**W1** to read and spell words through: • identifying phonemes in speech and writing; • blending phonemes for reading; • segmenting words into phonemes for spelling; • correct reading and spelling of high frequency words from KS1 and Y3; • identifying syllabic patterns in multi-syllabic words; • using phonic/spelling knowledge as a cue, together with graphic, grammatical and contextual knowledge, when reading unfamiliar texts; • recalling the high frequency words learnt in KS1 and Y3; **W2** to identify mis-spelt words in own writing; to keep individual lists (e.g. spelling logs) and learn to spell them; **W3** to use independent spelling strategies, including: • sounding out and spelling using phonemes; • using visual skills, e.g. recognising common letter strings and checking critical features (i.e. does it look right, shape, length, etc?); • building from other words with similar patterns and meanings, e.g. medical, medicine; • spelling by analogy with other known words, e.g. light, fright; • using word banks, dictionaries;

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Poetry (continued) Duration: 1 week	**Text(s)** Collections of poems on similar themes	**Suggested outcome(s)** Poems based on personal or imagined experience
Text level objectives	**Sentence level objectives**	**Word level objectives**
Suggested speaking and listening emphases • Discuss preferences related to the language and form of the poetry. • Orally experiment with phrases and words to extend options for poetry writing.		**W4** to practise new spellings regularly by 'look, say, cover, write, check' strategy; **W9** to recognise and spell the suffixes: *-al, -ary, -ic, -ship, -hood, -ness, -ment*; **W11** to define familiar vocabulary in their own words, using alternative phrases or expressions; **W13** to use a rhyming dictionary, e.g. in composing jingles; **W15** to use joined handwriting for all writing except where other special forms are required; **W16** to know when to use: • a clear neat hand for finished, presented work; • informal writing for everyday informal work, rough drafting, etc.

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Year 4 Term 1

Plays **Duration:** 2 weeks	**Text(s)** • Playscripts	**Suggested outcome(s)** • Playscript of known story
Text level objectives	**Sentence level objectives**	**Word level objectives**
T5 to prepare, read and perform playscripts; compare organisation of scripts with stories – how are settings indicated, story lines made clear? **T6** to chart the build-up of a play scene, e.g. how scenes start, how dialogue is expressed, and how scenes are concluded; **T13** to write playscripts, e.g. using known stories as basis.	**S4** to identify adverbs and understand their functions in sentences through: • identifying common adverbs with ly suffix and discussing their impact on the meaning of sentences; • noticing where they occur in sentences and how they are used to qualify the meanings of verbs; • collecting and classifying examples of adverbs, e.g. for speed: *swiftly, rapidly, sluggishly*; light: *brilliantly, dimly*; • investigating the effects of substituting adverbs in clauses or sentences, e.g. '*They left the house ...l'y*; • using adverbs with greater discrimination in own writing; (*Grammar for writing* Unit 23)	**W2** to identify mis-spelt words in own writing; to keep individual lists (e.g. spelling logs) and learn to spell them; **W3** to use independent spelling strategies, including: • sounding out and spelling using phonemes; • using visual skills, e.g. recognising common letter strings and checking critical features (i.e. does it look right, shape, length, etc.); • building from other words with similar patterns and meanings, e.g. *medical, medicine*; • spelling by analogy with other known words, e.g. *light, fright*; • using word banks, dictionaries; **W4** to practise new spellings regularly by 'look, say, cover, write, check' strategy; **W5** to spell two-syllable words containing double consonants, e.g. *bubble, kettle, common*; **W10** to read and spell correctly the words in the medium frequency word list; **W11** to define familiar vocabulary in their own words, using alternative phrases or expressions; **W14** the ways in which nouns and adjectives, e.g. *fix, simple, solid, drama, dead* can be made into verbs by use of the suffixes *-ate, -ify*, etc.; investigate spelling patterns and generate rules to govern the patterns; (*Spelling bank* p.27) **W15** to use joined handwriting for all writing except where other special forms are required; **W17** to ensure consistency in size and proportions of letters and spacing between letters and words.
Suggested speaking and listening emphases • Use talk to organise and prepare for the performance of a play. • Listen attentively to the performance of others and comment constructively.		

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Year 4 Term 1

Newspapers/magazines **Duration:** 3 weeks	**Text(s)** • Newspaper reports and examples of newspaper page layouts; non-fiction texts from print, Internet and CDROM sources	**Suggested outcome(s)** • Newspaper style reports using IT
Text level objectives	**Sentence level objectives**	**Word level objectives**
T16 to identify different types of text, e.g. their content, structure, vocabulary, style, layout and purpose; **T17** to identify features of non-fiction texts in print and IT, e.g. headings, lists, bullet points, captions which support the reader in gaining information efficiently; **T18** to select and examine opening sentences that set scenes, capture interest, etc.; pick out key sentences/phrases that convey information; **T19** to understand and use the terms *'fact'* and *'opinion'*; and to begin to distinguish the two in reading and other media; **T20** to identify the main features of newspapers, including lay-out, range of information, voice, level of formality; organisation of articles, advertisements and headlines; **T21** predict newspaper stories from the evidence of headlines, making notes and then checking against the original; **T23** to investigate how reading strategies are adapted to suit the different properties of IT texts, i.e. those which are scrolled and non-linear in structure; incorporate sound or still and moving images; can be changed; and have a spatial dimension; **T24** to write newspaper style reports, e.g. about school events or an incident from a story, including: • composing headlines; • using IT to draft and lay out reports; • editing stories to fit a particular space; • organising writing into paragraphs.	**S5** to practise using commas to mark grammatical boundaries within sentences; link to work on editing and revising own writing. (*Grammar for writing* Unit 24)	**W1** to read and spell words through: • identifying phonemes in speech and writing; • blending phonemes for reading; • segmenting words into phonemes for spelling; • correct reading and spelling of high frequency words from KS1 and Y3; • identifying syllabic patterns in multi-syllabic words; • using phonic/spelling knowledge as a cue, together with graphic, grammatical and contextual knowledge, when reading unfamiliar texts; • recalling the high frequency words learnt in KS1 and Y3; **W2** to identify mis-spelt words in own writing; to keep individual lists (e.g. spelling logs) and learn to spell them; **W3** to use independent spelling strategies, including: • sounding out and spelling using phonemes; • using visual skills, e.g. recognising common letter strings and checking critical features (i.e. does it look right, shape, length, etc.); • building from other words with similar patterns and meanings, e.g. *medical, medicine*; • spelling by analogy with other known words, e.g. *light, fright*; • using word banks, dictionaries;

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Newspapers/magazines (continued) **Duration:** 3 weeks	**Text(s)** • Newspaper reports and examples of newspaper page layouts; non-fiction texts from print, Internet and CDROM sources	**Suggested outcome(s)** • Newspaper style reports using IT
Text level objectives	**Sentence level objectives**	**Word level objectives**
Suggested speaking and listening emphases • Identify features of newspaper reports using appropriate terms. • Predict newspaper headlines based on story. • Discuss key information given in opening sentences. • Discuss the difference between fact and opinion, offering examples of each.		**W4** to practise new spellings regularly by 'look, say, cover, write, check' strategy; **W9** to recognise and spell the suffixes: *-al, -ary, -ic, -ship, -hood, -ness, -ment*; (*Spelling bank* p.25-26) **W11** to define familiar vocabulary in their own words, using alternative phrases or expressions; **W13** to use a rhyming dictionary, e.g. in composing jingles; **W14** the ways in which nouns and adjectives, e.g. *fix, simple, solid, drama, dead* can be made into verbs by use of the suffixes *-ate, -ify*, etc.; investigate spelling patterns and generate rules to govern the patterns; (*Spelling bank* p.27) **W15** to use joined handwriting for all writing except where other special forms are required; **W16** to know when to use: • a clear neat hand for finished, presented work; • informal writing for everyday informal work, rough drafting, etc.

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Year 4 Term 1

Instructions **Duration:** 2 weeks	**Text(s)** • Instructional texts linked to other curriculum area, e.g. technology	**Suggested outcome(s)** • Rules/instructions
Text level objectives	**Sentence level objectives**	**Word level objectives**
T22 to identify features of instructional texts including: • noting the intended outcome at the beginning; • listing materials or ingredients; • clearly set out sequential stages; • language of commands, e.g. imperative verbs; **T25** to write clear instructions using conventions learned from reading; **T26** to improve the cohesion of written instructions and directions through the use of link phrases and organisational devices such as subheadings and numbering.	**S1** to re-read own writing to check for grammatical sense (coherence) and accuracy (agreement); to identify errors and to suggest alternative constructions. (*Grammar for writing* Unit 20)	**W2** to identify mis-spelt words in own writing; to keep individual lists (e.g. spelling logs) and learn to spell them; **W3** to use independent spelling strategies, including: • sounding out and spelling using phonemes; • using visual skills, e.g. recognising common letter strings and checking critical features (i.e. does it look right, shape, length, etc?); • building from other words with similar patterns and meanings, e.g. medical, medicine; • spelling by analogy with other known words, e.g. light, fright; • using word banks, dictionaries; **W4** to practise new spellings regularly by *'look, say, cover, write, check'* strategy; **W6** to distinguish between the spelling and meanings of common homophones, e.g. *to/two/too; they're/their/there; piece/peace;* (*Spelling bank* p.22) **W10** to read and spell correctly the words in the medium frequency word list; **W12** to use 3rd and 4th place letters to locate and sequence words in alphabetical order; **W15** to use joined handwriting for all writing except where other special forms are required; **W17** to ensure consistency in size and proportions of letters and spacing between letters and words.
Suggested speaking and listening emphases: • Give clear instructions on a range of procedures using: – goal statement – imperatives – a clear sequence. • Listen to instructions given and discuss their effectiveness.		

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Year 4 Term 1

Reports **Duration:** 1 week	**Text(s)** • Non-chronological report	**Suggested outcome(s)** • Non-chronological report
Text level objectives	**Sentence level objectives**	**Word level objectives**
T27 to write a non-chronological report, including the use of organisational devices, e.g. numbered lists, headings for conciseness by: • generalising some of the details; • deleting the least important details.	**S2** to revise work on verbs from Year 1 Term 3 and to investigate verb tenses (past, present and future); (*Grammar for writing* Unit 21) • Compare sentences from narrative and information texts, e.g. narrative in past tense, explanations in present tense (e.g. *'when the circuit is ....'*); forecasts/directions, etc., in future. Develop awareness of how tense relates to purpose and structure of texts; • to understand the term *'tense'* (i.e. that it refers to time) in relation to verbs and use it appropriately; • understand that one test of whether a word is a verb is whether or not its tense can be changed.	**W1** to read and spell words through: • identifying phonemes in speech and writing; • blending phonemes for reading; • segmenting words into phonemes for spelling; • correct reading and spelling of high frequency words from KS1 and Y3; • identifying syllabic patterns in multi-syllabic words; • using phonic/spelling knowledge as a cue, together with graphic, grammatical and contextual knowledge, when reading unfamiliar texts; • recalling the high frequency words learnt in KS1 and Y3; **W2** to identify mis-spelt words in own writing; to keep individual lists (e.g. spelling logs) and learn to spell them; **W3** to use independent spelling strategies, including: • sounding out and spelling using phonemes; • using visual skills, e.g. recognising common letter strings and checking critical features (i.e. does it look right, shape, length, etc.); • building from other words with similar patterns and meanings, e.g. *medical, medicine*; • spelling by analogy with other known words, e.g. *light, fright*; • using word banks, dictionaries;

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Reports (continued) **Duration:** 1 week	**Text(s)** • Non-chronological report	**Suggested outcome(s)** • Non-chronological report
Text level objectives	**Sentence level objectives**	**Word level objectives**
Suggested speaking and listening emphases • Discuss the features of a non- chronological report. • Use talk in planning, drafting and editing a non-chronological report.		**W4** to practise new spellings regularly by *'look, say, cover, write, check'* strategy; **W7** to spell regular verb endings *s, ed, ing* (link to grammar work on tenses); (*Spelling bank* p.23) **W8** to spell irregular tense changes, e.g. *go/went, can/could*; (*Spelling bank* p.24) **W11** to define familiar vocabulary in their own words, using alternative phrases or expressions; **W15** to use joined handwriting for all writing except where other special forms are required; **W16** to know when to use: • a clear neat hand for finished, presented work; • informal writing for everyday informal work, rough drafting, etc.

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Year 4 Term 2

Unit	Text level	Sentence level	Word level	Wk	Text(s)	Suggested outcome(s)
Narrative setting	1, 2, 3, 4, 10, 13	1 (*GfW* 26)	i) 2, 3, 4 ii) 1, 5 (*SB* p.28) iii) 10, 13 iv) 14	2	• Stories, novels about imaginary worlds	• Descriptive writing: settings
Audience	8, 9, 12	2 (*GfW* 27)	i) 2, 3, 4 ii) 7 (*SB* p.30), 8 iii) 9, 13 iv) 14, 15	2	• Stories in series	• Collaborative chapter story
Poetry	4, 5, 6, 7, 11, 13	2 (*GfW* 27)	i) 2, 3, 4 ii) 1, 6 (*SB* p.29) iii) 11 iv) 14, 16	2	• Classic and modern poetry, including other cultures	• Poems
Notes and information texts	14, 15, 16, 17, 18, 21, 22, 23	3, 4 (*GfW* 28)	i) 2, 3, 4 ii) 7 (*SB* p.30), 8 iii) 10, 12 iv) 14, 15	3	• Information books related to other curriculum areas	• Page(s) for information texts linked to other curriculum texts
Explanation texts	19 (*GfW* 29), 20, 24, 25	4 (*GfW* 28)	i) 2, 3, 4 ii) 1, 6 (*SB* p.29) iii) 13 iv) 14, 17	2	• Explanation texts	• Explanation texts linked to another curriculum area (e.g. science)

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Year 4 Term 2

Narrative setting **Duration:** 2 weeks	**Text(s)** • Stories, novels about imaginary worlds	**Suggested outcome(s)** • Descriptive writing: settings
Text level objectives	**Sentence level objectives**	**Word level objectives**
T1 to understand how writers create imaginary worlds, particularly where this is original or unfamiliar, such as a science fiction setting and to show how the writer has evoked it through detail; **T2** to understand how settings influence events and incidents in stories and how they affect characters' behaviour; **T3** to compare and contrast settings across a range of stories; to evaluate, form and justify preferences; **T4** to understand how the use of expressive and descriptive language can, e.g. create moods, arouse expectations, build tension, describe attitudes or emotions; **T10** to develop use of settings in own writing, making use of work on adjectives and figurative language to describe settings effectively; **T13** to write own examples of descriptive, expressive language based on those read. Link to work on adjectives and similes.	**S1** to revise and extend work on adjectives from Y3 term 2 and link to work on expressive and figurative language in stories and poetry: • constructing adjectival phrases; • examining comparative and superlative adjectives; • comparing adjectives on a scale of intensity (e.g. *hot, warm, tepid, lukewarm, chilly, cold*); • relating them to the suffixes which indicate degrees of intensity (e.g. *-ish, -er, -est*); • relating them to adverbs which indicate degrees of intensity (e.g. very, quite, more, most) and through investigating words which can be intensified in these ways and words which cannot. (*Grammar for writing* Unit 26)	**W1** to read and spell words through: • identifying phonemes in speech and writing; • blending phonemes for reading; • segmenting words into phonemes for spelling; • correct reading and spelling of high frequency words from KS1 and Y3; • identifying syllabic patterns in multi-syllabic words; • using phonic/spelling knowledge as a cue, together with graphic, grammatical and contextual knowledge, when reading unfamiliar texts; • recalling the high frequency words learnt in KS1 and Y3; **W2** to identify mis-spelt words in own writing; to keep individual lists (e.g. spelling logs) and learn to spell them; **W3** to use independent spelling strategies, including: • sounding out and spelling using phonemes; • using visual skills, e.g. recognising common letter strings and checking critical features (i.e. does it look right, shape, length, etc.); • building from other words with similar patterns and meanings, e.g. *medical, medicine*; • spelling by analogy with other known words, e.g. *light, fright*; • using word banks, dictionaries; **W4** to practise new spellings regularly by *'look, say, cover, write, check'* strategy;

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Narrative setting (continued) **Duration:** 2 weeks	**Text(s)** ▪ Stories, novels about imaginary worlds	**Suggested outcome(s)** ▪ Descriptive writing: settings
Text level objectives	**Sentence level objectives**	**Word level objectives**
Suggested speaking and listening emphases • Discuss and evaluate a variety of settings, using details from the text to justify opinions. • Orally explore the use of descriptive and expressive language to create the detail of the imaginary world. • Listen to and evaluate each others' descriptive and expressive language.		**W5** to investigate what happens to words ending in *'f'* when suffixes are added; (*Spelling bank* p.28) **W10** to explore and discuss the implications of words which imply gender, including the *-ess* suffix, e.g. *prince/princess, fox/vixen, king/queen*; **W13** a range of suffixes that can be added to nouns and verbs to make adjectives, e.g. *wash..able, hope..ful, shock..ing, child..like, hero..ic, road..worthy*; **W14** to use joined handwriting for all writing except where other special forms are required.

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Year 4 Term 2

Audience **Duration:** 2 weeks	**Text(s)** • Stories in series	**Suggested outcome(s)** • Collaborative chapter story
Text level objectives	**Sentence level objectives**	**Word level objectives**
T8 to review a range of stories, identifying, e.g. authors, themes or treatments; **T9** to recognise how certain types of texts are targeted at particular readers; to identify intended audience, e.g. junior horror stories; **T12** to collaborate with others to write stories in chapters, using plans with particular audiences in mind.	**S2** to use the apostrophe accurately to mark possession through: • identifying possessive apostrophes in reading and to whom or what they refer; • understanding basic rules for apostrophising singular nouns, e.g. *the man's hat*; for plural nouns ending in *'s'*; e.g. *the doctors' surgery* and for irregular plural nouns, e.g. *men's room, children's playground*; • distinguishing between uses of the apostrophe for contraction and possession; • beginning to use the apostrophe appropriately in their own writing. (*Grammar for writing* Unit 27)	**W2** to identify mis-spelt words in own writing; to keep individual lists (e.g. spelling logs) and learn to spell them; **W3** to use independent spelling strategies, including: • sounding out and spelling using phonemes; • using visual skills, e.g. recognising common letter strings and checking critical features (i.e. does it look right, shape, length, etc.); • building from other words with similar patterns and meanings, e.g. *medical, medicine*; • spelling by analogy with other known words, e.g. *light, fright*; • using word banks, dictionaries; **W4** to practise new spellings regularly by *'look, say, cover, write, check'* strategy; **W7** to recognise and spell the prefixes: *al-*, etc.; (*Spelling bank* p.30) **W8** to read and spell accurately the words in the medium frequency word list; **W9** to use alternative words and expressions which are more accurate or interesting than the common choices, e.g. *got, nice, good, then;* **W13** a range of suffixes that can be added to nouns and verbs to make adjectives, e.g. *wash..able, hope..ful, shock..ing, child..like, hero..ic, road..worthy*; **W14** to use joined handwriting for all writing except where other special forms are required; **W15** to build up speed, e.g. particularly for notes, drafts, lists.
Suggested speaking and listening emphases • Contribute ideas and listen to others when planning a story. • Listen to each others' reviews of stories and comment.		

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Year 4 Term 2

Poetry **Duration:** 2 weeks	**Text(s)** • Classic and modern poetry, including other cultures	**Suggested outcome(s)** • Poems
Text level objectives	**Sentence level objectives**	**Word level objectives**
T4 to understand how the use of expressive and descriptive language can, e.g. create moods, arouse expectations, build tension, describe attitudes or emotions; **T5** to understand the use of figurative language in poetry and prose; compare poetic phrasing with narrative/descriptive examples; locate use of simile; **T6** to identify clues which suggest poems are older, e.g. language use, vocabulary, archaic words; **T7** to identify different patterns of rhyme and verse in poetry, e.g. choruses, rhyming couplets, alternate line rhymes and to read these aloud effectively; **T11** to write poetry based on the structure and/or style of poems read, e.g. taking account of vocabulary, archaic expressions, patterns of rhyme, choruses, similes; **T13** to write own examples of descriptive, expressive language based on those read. Link to work on adjectives and similes.	**S2** to use the apostrophe accurately to mark possession through: • identifying possessive apostrophes in reading and to whom or what they refer; • understanding basic rules for apostrophising singular nouns, e.g. *the man's hat*; for plural nouns ending in *'s'*, e.g. *the doctors' surgery* and for irregular plural nouns, e.g. *men's room, children's playground*; • distinguishing between uses of the apostrophe for contraction and possession; • beginning to use the apostrophe appropriately in their own writing. (*Grammar for writing* Unit 27)	**W1** to read and spell words through: • identifying phonemes in speech and writing; • blending phonemes for reading; • segmenting words into phonemes for spelling; • correct reading and spelling of high frequency words from KS1 and Y3; • identifying syllabic patterns in multi-syllabic words; • using phonic/spelling knowledge as a cue, together with graphic, grammatical and contextual knowledge, when reading unfamiliar texts; • recalling the high frequency words learnt in KS1 and Y3; **W2** to identify mis-spelt words in own writing; to keep individual lists (e.g. spelling logs) and learn to spell them; **W3** to use independent spelling strategies, including: • sounding out and spelling using phonemes; • using visual skills, e.g. recognising common letter strings and checking critical features (i.e. does it look right, shape, length, etc.); • building from other words with similar patterns and meanings, e.g. *medical, medicine*; • spelling by analogy with other known words, e.g. *light, fright*; • using word banks, dictionaries; **W4** to practise new spellings regularly by *'look, say, cover, write, check'* strategy;

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Poetry (continued) **Duration:** 2 weeks	**Text(s)** • Classic and modern poetry, including other cultures	**Suggested outcome(s)** • Poems
Text level objectives	**Sentence level objectives**	**Word level objectives**
Suggested speaking and listening emphases • Listen for expressive/figurative language as others read aloud from chosen poems. Discuss the effects created by the language. • Talk about personal responses to the expressive/figurative language used in poetry.		**W6** to spell words with the common endings: *-ight*, etc.; (*Spelling bank* p.29) **W11** to understand that vocabulary changes over time, e.g. through collecting words which have become little used and discussing why, e.g. *wireless, frock*; **W14** to use joined handwriting for all writing except where other special forms are required; **W16** to know when to use: • a clear neat hand for finished, presented work; • informal writing for everyday informal work, rough drafting, etc.

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Year 4 Term 2

Notes and information texts **Duration:** 3 weeks	**Text(s)** • Information books related to other curriculum areas	**Suggested outcome(s)** • Page(s) for information texts linked to other curriculum texts
Text level objectives	**Sentence level objectives**	**Word level objectives**
T14 notemaking: to edit down a sentence or passage by deleting the less important elements, e.g. repetitions, asides, secondary considerations and discuss the reasons for editorial choices; **T15** to appraise a non-fiction book for its contents and usefulness by scanning, e.g. headings, contents list; **T16** to prepare for factual research by reviewing what is known, what is needed, what is available and where one might search; **T17** to scan texts in print or on screen to locate key words or phrases, useful headings and key sentences and to use these as a tool for summarising text; **T18** to mark extracts by annotating and by selecting key headings, words or sentences, or alternatively, noting these; **T21** to make short notes, e.g. by abbreviating ideas, selecting key words, listing or in diagrammatic form; **T22** to fill out brief notes into connected prose; **T23** to collect information from a variety of sources and present it in one simple format, e.g. wall chart, labelled diagram.	**S3** to understand the significance of word order e.g. some re-orderings destroy meaning; some make sense but change meaning; sentences can be re-ordered to retain meaning (sometimes adding words); subsequent words are governed by preceding ones; **S4** to recognise how commas, connectives and full stops are used to join and separate clauses; to identify in their writing where each is more effective. (*Grammar for writing* Unit 28)	**W2** to identify mis-spelt words in own writing; to keep individual lists (e.g. spelling logs) and learn to spell them; **W3** to use independent spelling strategies, including: • sounding out and spelling using phonemes; • using visual skills, e.g. recognising common letter strings and checking critical features (i.e. does it look right, shape, length, etc.); • building from other words with similar patterns and meanings, e.g. *medical, medicine*; • spelling by analogy with other known words, e.g. *light, fright*; • using word banks, dictionaries; **W4** to practise new spellings regularly by 'look, say, cover, write, check' strategy; **W7** to recognise and spell the prefixes: *al-*, etc.; (*Spelling bank* p.30) **W8** to read and spell accurately the words in the medium frequency word list; **W10** to explore and discuss the implications of words which imply gender, including the *-ess* suffix, e.g. *prince/princess, fox/vixen, king/queen*; **W12** to define familiar words but within varying constraints, e.g. in four words, then three words, then two, then one, and consider how to arrive at the best use of words for different purposes; **W14** to use joined handwriting for all writing except where other special forms are required; **W15** to build up speed, e.g. particularly for notes, drafts, lists.
Suggested speaking and listening emphases • Contribute known information and generate questions in preparation for factual research. • Discuss and make judgements about the usefulness of a text for the purposes of the research.		

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T45

Year 4 Term 2

Explanation texts **Duration:** 2 weeks	**Text(s)** • Explanation texts	**Suggested outcome(s)** • Explanation texts linked to another curriculum area (e.g. science)
Text level objectives	**Sentence level objectives**	**Word level objectives**
T19 to identify how and why paragraphs are used to organise and sequence information; (*Grammar for writing* Unit 29), **T20** to identify from the examples the key features of explanatory texts: • purpose: to explain a process or to answer a question; • structure: introduction, followed by sequential explanation, organised into paragraphs; • language features: usually present tense; use of connectives of time and cause and effect; use of passive voice; • presentation: use of diagrams, other illustrations; **T24** to improve the cohesion of written explanations through paragraphing and the use of link phrases and organisational devices such as subheadings and numbering; **T25** to write explanations of a process, using conventions identified through reading.	**S4** to recognise how commas, connectives and full stops are used to join and separate clauses; to identify in their writing where each is more effective. (*Grammar for writing* Unit 28)	**W1** to read and spell words through: • identifying phonemes in speech and writing; • blending phonemes for reading; • segmenting words into phonemes for spelling; • correct reading and spelling of high frequency words from KS1 and Y3; • identifying syllabic patterns in multi-syllabic words; • using phonic/spelling knowledge as a cue, together with graphic, grammatical and contextual knowledge, when reading unfamiliar texts; • recalling the high frequency words learnt in KS1 and Y3; **W2** to identify mis-spelt words in own writing; to keep individual lists (e.g. spelling logs) and learn to spell them; **W3** to use independent spelling strategies, including: • sounding out and spelling using phonemes; • using visual skills, e.g. recognising common letter strings and checking critical features (i.e. does it look right, shape, length, etc.); • building from other words with similar patterns and meanings, e.g. *medical, medicine*; • spelling by analogy with other known words, e.g. *light, fright*; • using word banks, dictionaries; **W4** to practise new spellings regularly by *'look, say, cover, write, check'* strategy;

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Explanation texts (continued) **Duration:** 2 weeks	**Text(s)** • Explanation texts	**Suggested outcome(s)** • Explanation texts linked to another curriculum area (e.g. science)
Text level objectives	**Sentence level objectives**	**Word level objectives**
Suggested speaking and listening emphases • Orally identify key features in explanatory texts. Discuss the function of each. • Explain a process with a clear statement of purpose and a sequential structure.		**W6** to spell words with the common endings: *-ight*, etc.; (*Spelling bank* p.29) **W13** a range of suffixes that can be added to nouns and verbs to make adjectives, e.g. *wash..able, hope..ful, shock..ing, child..like, hero..ic, road..worthy*; **W14** to use joined handwriting for all writing except where other special forms are required; **W17** to ensure consistency in size and proportions of letters and spacing between letters and words.

T4.7

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Year 4 Term 3

* These units can be taught in any order except that the unit 'Issues and dilemmas 1' should precede 'Issues and dilemmas 2'.

Unit	Text level	Sentence level	Word level	Wk	Text(s)	Suggested outcome(s)
Poetry	4, 5, 6, 7, 9, 10, 14, 15	1 (*GfW* 30)	i) 2, 3, 4 ii) 1, 6 (*SB* p.33) iii) 11, (*SB* p.38) iv) 13, 15	2	• Poems in a variety of forms	• Poems in different forms
Issues and dilemmas 1	1, 3, 10, 11, 20, 24	1 (*GfW* 30), 2	i) 2, 3, 4 ii) 1, 5 (*SB* p.31-32) iii) - iv) 13, 14	2	• Class novel, extracts, short stories that raise issues	• Story in paragraphs • Reading journal
Issues and dilemmas 2	8, 9, 12, 20, 24	2, 3 (*GfW* 31)	i) 2, 3, 4 ii) 9 (*SB* p.36) iii) - iv) 13, 14	2	• Class novel, short stories, stories by one author	• Alternative endings to stories • Reading journal
Narrative reading and writing	2, 13	2, 3 (*GfW* 31), 4 (*GfW* 32)	i) 2, 3, 4 ii) 8 (*SB* p.35), 10 (*SB* p.37) iii) 12 (*SB* p.39) iv) 13, 14	3	• Stories from other cultures	• Extended narrative
Note-taking and discussion	16, 17, 20, 21, 22, 23, 24	1, 4 (*GfW* 32)	i) 2, 3, 4 ii) 1, 7 (*SB* p.34), 10 (*SB* p.37) iii) 11 (*SB* p.38) iv) 13, 15	3	• Texts from other curriculum areas including debates and editorials	• Planning debate • Debate • Letter, report or script presenting point of view • Summary
Persuasion	18, 19, 25	3 (*GfW* 31), 4 (*GfW* 32)	i) 2, 3, 4 ii) 8 (*SB* p.35), 9 (*SB* p.36) iii) 12 (*SB* p.39) iv) 13, 15	2	• Persuasive writing, e.g. adverts, circulars, fliers	• Advert, e.g. poster, radio jingle

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Year 4 Term 3

Poetry **Duration:** 2 weeks	**Text(s)** • Poems in a variety of forms	**Suggested outcome(s)** • Poems in different forms
Text level objectives	**Sentence level objectives**	**Word level objectives**
T4 understand the following terms and identify them in poems: verse, chorus, couplet, stanza, rhyme, rhythm, alliteration; **T5** to clap out and count the syllables in each line of regular poetry; **T6** to describe how a poet does or does not use rhyme, e.g. every alternate line, rhyming couplets, no rhyme, other patterns of rhyme; **T7** to recognise some simple forms of poetry and their uses, e.g. the regularity of skipping songs, the chorus in songs; **T9** to read further stories or poems by a favourite writer, making comparisons and identifying familiar features of the writer's work; **T10** to describe and review own reading habits and to widen reading experience; **T14** to write poems, experimenting with different styles and structures, discuss if and why different forms are more suitable than others; **T15** to produce polished poetry through revision, e.g. deleting words, adding words, changing words, reorganising words and lines, experimenting with figurative language.	**S1** to understand that some words can be changed in particular ways and others cannot, e.g. changing verb endings, adding comparative endings, pluralisation and that these are important clues for identifying word classes. (*Grammar for writing* Unit 30)	**W1** to read and spell words through: identifying phonemes in speech and writing; • blending phonemes for reading; • segmenting words into phonemes for spelling; • correct reading and spelling of high frequency words from KS1 and Y3; • identifying syllabic patterns in multi-syllabic words; • using phonic/spelling knowledge as a cue, together with graphic, grammatical and contextual knowledge, when reading unfamiliar texts; • recalling the high frequency words learnt in KS1 and Y3; **W2** to identify mis-spelt words in own writing; to keep individual lists (e.g. spelling logs and learn to spell them; **W3** to use independent spelling strategies, including: • sounding out and spelling using phonemes; • using visual skills, e.g. recognising common letter strings and checking critical features (i.e. does it look right, shape, length, etc.); • building from other words with similar patterns and meanings, e.g. *medical, medicine*; • spelling by analogy with other known words, e.g. *light, fright*; • using word banks, dictionaries; **W4** to practise new spellings regularly by *'look, say, cover, write, check'* strategy;

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Poetry (continued) **Duration:** 2 weeks	**Text(s)** • Poems of a variety of forms	**Suggested outcome(s)** • Poems in different forms
Text level objectives	**Sentence level objectives**	**Word level objectives**
Suggested speaking and listening emphases • Clap and count syllables while listening to a reading of a poem. • Listen for and use some technical terms in discussion of poems. • Listen for and experiment with patterns in rhythm and rhyme. • Offer constructive comment during the process of drafting and editing poetry.		**W6** to spell words with common letter strings but different pronunciations, e.g. *tough, through, trough, plough; hour, journey, could, route, four;* (*Spelling bank* p.33) **W11** to investigate compound words and recognise that they can aid spelling even where pronunciation obscures it, e.g. *handbag, cupboard*; (*Spelling bank* p.38) **W13** to use joined handwriting for all writing except where other special forms are required; **W15** to use a range of presentational skills, e.g.: • print script for captions, sub-headings and labels; • capital letters for posters, title pages, headings; • a range of computer-generated fonts and point sizes.

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Year 4 Term 3

Issues and dilemmas 1 **Duration:** 2 weeks	**Text(s)** • Class novel, extracts, short stories that raise issues	**Suggested outcome(s)** • Story in paragraphs • Reading journal
Text level objectives	**Sentence level objectives**	**Word level objectives**
T1 to identify social, moral or cultural issues in stories, e.g. the dilemmas faced by characters or the moral of the story, and to discuss how the characters deal with them; to locate evidence in text; **T3** to understand how paragraphs or chapters are used to collect, order and build up ideas; **T10** to describe and review own reading habits and to widen reading experience; **T11** to explore the main issues of a story by writing a story about a dilemma and the issues it raises for the character; **T20** to summarise a sentence or paragraph by identifying the most important elements and rewording them in a limited number of words; **T24** to summarise in writing the key ideas from, e.g. a paragraph or chapter.	**S1** to understand that some words can be changed in particular ways and others cannot, e.g. changing verb endings, adding comparative endings, pluralisation and that these are important clues for identifying word classes; (*Grammar for writing* Unit 30) **S2** to identify the common punctuation marks including commas, semi-colons, colons, dashes, hyphens, speech marks, and to respond to them appropriately when reading.	**W1** to read and spell words through: • identifying phonemes in speech and writing; • blending phonemes for reading; • segmenting words into phonemes for spelling; • correct reading and spelling of high frequency words from KS1 and Y3; • identifying syllabic patterns in multi-syllabic words; • using phonic/spelling knowledge as a cue, together with graphic, grammatical and contextual knowledge, when reading unfamiliar texts; • recalling the high frequency words learnt in KS1 and Y3; **W2** to identify mis-spelt words in own writing; to keep individual lists (e.g. spelling logs and learn to spell them; **W3** to use independent spelling strategies, including: • sounding out and spelling using phonemes; • using visual skills, e.g. recognising common letter strings and checking critical features (i.e. does it look right, shape, length, etc.); • building from other words with similar patterns and meanings, e.g. *medical, medicine*; • spelling by analogy with other known words, e.g. *light, fright*; • using word banks, dictionaries; **W4** to practise new spellings regularly by *'look, say, cover, write, check'* strategy;

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Issues and dilemmas 1 - continued **Duration:** 2 weeks	**Text(s)** • Class novel, extracts, short stories that raise issues	**Suggested outcome(s)** • Story in paragraphs • Reading journal
Text level objectives	**Sentence level objectives**	**Word level objectives**
Suggested speaking and listening emphases • Describe and reflect on the issues and events creating the dilemma, finding evidence in the text to support viewpoint. • Express personal feelings about the dilemma. • Listen sensitively to the views and feelings of others.		**W5** to explore the occurrence of certain letters, e.g. *'v'* and *'k'* and letter strings, e.g. *'wa'* (e.g. *swat, water*), *'wo'* (e.g. *worship, won*) and *'ss'* (e.g. *goodness, hiss, missile*) within words; deduce some of the conventions for using them at the beginnings, middles and endings of words; (*Spelling bank* p.31-32) **W13** to use joined handwriting for all writing except where other special forms are required; **W14** to build up speed and ensure consistency in size and proportions of letters and spacing between letters and words.

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Year 4 Term 3

Issues and dilemmas 2

Duration: 2 weeks

Text(s)

- Class novel, extracts, short stories by one author

Suggested outcome(s)

- Alternative endings to stories
- Reading journal

Text level objectives

T8 to write critically about an issue or dilemma raised in a story, explaining the problem, alternative courses of action and evaluating the writer's solution;

T9 to read further stories or poems by a favourite writer, making comparisons and identifying familiar features of the writer's work;

T12 to write an alternative ending for a known story and discuss how this would change the reader's view of the characters and events of the original story;

T20 to summarise a sentence or paragraph by identifying the most important elements and rewording them in a limited number of words;

T24 to summarise in writing the key ideas from, e.g. a paragraph or chapter.

Suggested speaking and listening emphases

- Speculate about alternative courses of action and evaluate different opinions.
- Discuss and agree the key ideas in a piece of writing.

Sentence level objectives

S2 to identify the common punctuation marks including commas, semi-colons, colons, dashes, hyphens, speech marks, and to respond to them appropriately when reading;

S3 to understand how the grammar of a sentence alters when the sentence type is altered, when, e.g. a statement is made into a question, a question becomes an order, a positive statement is made negative, nothing e.g.:

- the order of words;
- verb tenses;
- additions and/or deletions of words;
- changes to punctuation. (*Grammar for writing* Unit 31)

Word level objectives

W2 to identify mis-spelt words in own writing; to keep individual lists (e.g. spelling logs and learn to spell them;

W3 to use independent spelling strategies, including:

- sounding out and spelling using phonemes;
- using visual skills, e.g. recognising common letter strings and checking critical features (i.e. does it look right, shape, length, etc.);
- building from other words with similar patterns and meanings, e.g. *medical, medicine*;
- spelling by analogy with other known words, e.g. *light, fright*;
- using word banks, dictionaries;

W4 to practise new spellings regularly by 'look, say, cover, write, check' strategy;

W9 to recognise and spell the suffixes: *-ible, -able, -ive, -tion, -sion;* (*Spelling bank* p.36)

W13 to use joined handwriting for all writing except where other special forms are required;

W14 to build up speed and ensure consistency in size and proportions of letters and spacing between letters and words.

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Year 4 Term 3

Narrative reading and writing **Duration:** 3 weeks	**Text(s)** • Stories from other cultures	**Suggested outcome(s)** • Extended narrative
Text level objectives	**Sentence level objectives**	**Word level objectives**
T2 to read stories from other cultures, by focusing on, e.g. differences in place, time, customs, relationships; to identify and discuss recurring themes where appropriate; **T13** to write own longer stories in chapters from story plans.	**S2** to identify the common punctuation marks including commas, semi-colons, colons, dashes, hyphens, speech marks, and to respond to them appropriately when reading; **S3** to understand how the grammar of a sentence alters when the sentence type is altered, when, e.g. a statement is made into a question, a question becomes an order, a positive statement is made negative, noting e.g. • the order of words; • verb tenses; • additions and/or deletions of words; • changes to punctuation; (*Grammar for writing* Unit 31) **S4** the use of connectives e.g. adverbs, adverbial phrases, conjunctions, to structure an argument, e.g. *'if.., then'*; *'on the other hand..'*; *'finally'*; *'so'*. (*Grammar for writing* Unit 32)	**W2** to identify mis-spelt words in own writing; to keep individual lists (e.g. spelling logs and learn to spell them; **W3** to use independent spelling strategies, including • sounding out and spelling using phonemes; • using visual skills, e.g. recognising common letter strings and checking critical features (i.e. does it look right, shape, length, etc?); • building from other words with similar patterns and meanings, e.g. medical, medicine; • spelling by analogy with other known words, e.g. light, fright; • using word banks, dictionaries; **W4** to practise new spellings regularly by 'look, say, cover, write, check' strategy; **W8** to practise extending, and compounding words through adding parts, e.g. *-ful, -ly, -ive, -tion, -ic, -ist*; revise and reinforce earlier work (Y3) on prefixes and suffixes; investigate links between meaning and spelling; (*Spelling bank* p.35) **W10** to distinguish the two forms: its (*possessive no apostrophe*) and it's (*contracted 'it is'*) and to use these accurately in own writing; (*Spelling bank* p.37) **W12** to understand how diminutives are formed, e.g. suffixes: *-ette*; prefixes: *mini*; adjectives, e.g. *little*; nouns, e.g. *sapling*; and nicknames, e.g. *Jonesy*; (*Spelling bank* p. 39) **W13** to use joined handwriting for all writing except where other special forms are required; **W14** to build up speed and ensure consistency in size and proportions of letters and spacing between letters and words.
Suggested speaking and listening emphases • Discuss short extracts of text from stories from other cultures to consider similarities and differences.		

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Year 4 Term 3

Note-taking and discussion **Duration:** 3 weeks	**Text(s)** ▪ Text from other curriculum areas including debates and editorials	**Suggested outcome(s)** ▪ Planning debate ▪ Debate ▪ Letter, report or script presenting point of view ▪ Summary
Text level objectives	**Sentence level objectives**	**Word level objectives**
T16 to read, compare and evaluate examples of arguments and discussions, e.g. letters to press, articles, discussion of issues in books, e.g. environment, animal welfare; **T17** how arguments are presented, e.g. ordering points to link them together so that one follows from another; how statistics, graphs, etc. can be used to support arguments; **T20** to summarise a sentence or paragraph by identifying the most important elements and rewording them in a limited number of words; **T21** to assemble and sequence points in order to plan the presentation of a point of view, e.g. on hunting, school rules; **T22** to use writing frames if necessary to back up points of view with illustrations and examples; **T23** to present a point of view in writing, e.g. in the form of a letter, a report or a script, linking points persuasively and selecting style and vocabulary appropriate to the reader; **T24** to summarise in writing the key ideas from, e.g. a paragraph or chapter.	**S1** to understand that some words can be changed in particular ways and others cannot, e.g. changing verb endings, adding comparative endings, pluralisation and that these are important clues for identifying word classes; (*Grammar for writing* Unit 30) **S4** the use of connectives e.g. adverbs, adverbial phrases, conjunctions, to structure an argument, e.g. '*if.., then*'; '*on the other hand..*'; '*finally*'; '*so*'. (*Grammar for writing* Unit 32)	**W1** to read and spell words through: • identifying phonemes in speech and writing; • blending phonemes for reading; • segmenting words into phonemes for spelling; • correct reading and spelling of high frequency words from KS1 and Y3; • identifying syllabic patterns in multi-syllabic words; • using phonic/spelling knowledge as a cue, together with graphic, grammatical and contextual knowledge, when reading unfamiliar texts; • recalling the high frequency words learnt in KS1 and Y3; **W2** to identify mis-spelt words in own writing; to keep individual lists (e.g. spelling logs and learn to spell them; **W3** to use independent spelling strategies, including: • sounding out and spelling using phonemes; • using visual skills, e.g. recognising common letter strings and checking critical features (i.e. does it look right, shape, length, etc.); • building from other words with similar patterns and meanings, e.g. *medical, medicine*; • spelling by analogy with other known words, e.g. *light, fright*; • using word banks, dictionaries;

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Note-taking and discussion (continued) **Duration:** 3 weeks	**Text(s)** • Text from other curriculum areas including debates and editorials	**Suggested outcome(s)** • Planning debate • Debate • Letter, report or script presenting point of view • Summary
Text level objectives	**Sentence level objectives**	**Word level objectives**
Suggested speaking and listening emphases • Read and orally comment on a point of view presented in an argument. • Orally summarise different points in a written argument.		**W4** to practise new spellings regularly by *'look, say, cover, write, check'* strategy; **W7** collect/classify words with common roots, e.g. *advent, invent, prevent, press, pressure, depress, phone, telephone, microphone;* investigate origins and meanings; **W10** to distinguish the two forms: its (*possessive no apostrophe*) and it's (*contracted 'it is'*) and to use these accurately in own writing; **W11** to investigate compound words and recognise that they can aid spelling even where pronunciation obscures it, e.g. *handbag, cupboard;* **W13** to use joined handwriting for all writing except where other special forms are required; **W15** to use a range of presentational skills, e.g.: • print script for captions, sub-headings and labels; • capital letters for posters, title pages, headings; • a range of computer-generated fonts and point sizes.

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Year 4 Term 3

Persuasion **Duration:** 2 weeks	**Text(s):** • Persuasive writing, e.g. adverts, circulars, fliers	**Suggested outcome(s)** • Advert, e.g. poster, radio jingle
Text level objectives	**Sentence level objectives**	**Word level objectives**
T18 from examples of persuasive writing, to investigate how style and vocabulary are used to convince the intended reader; **T19** to evaluate advertisements for their impact, appeal and honesty, focusing in particular on how information about the product is presented; exaggerated claims, tactics for grabbing attention, linguistic devices, e.g. puns, jingles, alliteration, invented words; **T25** to design an advertisement, such as a poster or radio jingle on paper or screen, e.g. for a school fête or an imaginary product, making use of linguistic and other features learnt from reading examples.	**S3** to understand how the grammar of a sentence alters when the sentence type is altered, when, e.g. a statement is made into a question, a question becomes an order, a positive statement is made negative, noting e.g. • the order of words; • verb tenses; • additions and/or deletions of words; • changes to punctuation; (*Grammar for writing* Unit 31) **S4** the use of connectives e.g. adverbs, adverbial phrases, conjunctions, to structure an argument, e.g. *'if.., then'*; *'on the other hand..'*; *'finally'*; *'so'*. (*Grammar for writing* Unit 32)	**W2** to identify mis-spelt words in own writing; to keep individual lists (e.g. spelling logs) and learn to spell them; **W3** to use independent spelling strategies including: • sounding out and spelling using phonemes; • using visual skills, e.g. recognising common letter strings and checking critical features (i.e. does it look right, shape, length, etc.); • building from other words with similar patterns and meanings, e.g. *medical, medicine*; • spelling by analogy with other known words, e.g. *light, fright*; • using word banks, dictionaries; **W4** to practise new spellings regularly by *'look, say, cover, write, check'* strategy; **W8** to practise extending, and compounding words through adding parts, e.g. *-ful,- ly, -ive, -tion, -ic, -ist;* revise and reinforce earlier work (Y3) on prefixes and suffixes; investigate links between meaning and spelling; (*Spelling bank* p.35) **W9** to recognise and spell the suffixes: *-ible, -able, -ive, -tion, -sion*; (*Spelling bank* p.36) **W12** to understand how diminutives are formed, e.g. suffixes: *-ette;* prefixes: *mini;* adjectives, e.g. *little*; *nouns*, e.g. *sapling;* and nicknames, e.g. *Jonesy*; (*Spelling bank* p.39) **W13** to use joined handwriting for all writing except where other special forms are required; **W15** to use a range of presentational skills, e.g.: • print script for captions, sub-headings and labels; • capital letters for posters, title pages, headings; • a range of computer-generated fonts and point sizes.
Suggested speaking and listening emphases • Listen for and identify the use of persuasive language in advertisements. • Discuss the effect of the persuasive language used. • Rehearse aloud different phrases of advertising language to consider impact in writing.		

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Year 5 medium-term plans

Year 5 Term ____

	Unit	Text	Sentence	Word	Wk	Text(s)	Suggested outcome(s)	Cross-curricular links (where appropriate)
1								
2								
3								
4								
5								
6								

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Notes:

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Year 5 Term 1

Unit	Text level	Sentence level	Word level	Wk	Text(s)	Suggested outcome(s)
Narrative structure	1, 2, 4, 9, 13, 14 (*GfW* 38)	3, 6 (*GfW* 34)	i) 1, 2, 3 ii) - iii) 9	2	• Class novel • Short stories • Extracts	• Reading journal • Narrative planning
Plays	5, 18, 19, 20	2 (*GfW* 33), 5, 7 (*GfW* 36)	i) 1, 2, 3 ii) 5 (*SB* 41-42) iii) 10	2	• Plays of known texts	• Scene or short play to be performed
Aspects of narrative	3, 10, 11, 12, 13, 15	4 (*GfW* 35), 5, 7 (*GfW* 36)	i) 1, 2, 3 ii) 5 (*SB* p.41-42) iii) 7, 10	2/3	• Class novel • Short story • Extracts	• Two story beginnings • Reading journal • New scene or character written into a story
Poetry	6, 7, 8, 16, 17	1, 4	i) 1, 2, 3 ii) 6 (*SB* p.43) iii) 9	2	• Range of poems	• Two contrasting poems
Note-taking and recount	21, 23, 24, 26, 27	1, 3 (*GfW* 34), 4 (*GfW* 35), 5 (*GfW* 36), 8 (*GfW* 37)	i) 1, 2, 3 ii) 4 (*SB* p.40) iii) 8 (*SB* p.44)	3	• Examples of notes • Recounts of events, activities/visits related to other curriculum areas • News reports	• Notes for recounts • Two recounts of same event for different readers
Instructions	22, 25	3 (*GfW* 34), 9	i) 1, 2, 3 ii) 6 (*SB* p.43) iii) 8 (*SB* p.44)	1	• Instructions linked to other curriculum areas	• Instructions to be tested

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Year 5 Term 1

Narrative structure **Duration:** 2 weeks	**Text(s)** • Class novel • Short stories • Extracts	**Suggested outcome(s)** • Reading journal • Narrative planning
Text level objectives	**Sentence level objectives**	**Word level objectives**
T1 to analyse the features of a good opening and compare a number of story openings; **T2** to compare the structure of different stories, to discover how they differ in pace, build-up, sequence, complication and resolution; **T4** to consider how texts can be rooted in the writer's experience, e.g. historical events and places, experience of wartime, friendship, holidays; **T9** to develop an active attitude towards reading: seeking answers, anticipating events, empathising with characters and imagining events that are described; **T13** to record their ideas, reflections and predictions about a book, e.g. through a reading log or journal; **T14** to map out texts showing development and structure, e.g. its high and low points, the links between sections, paragraphs, chapters. (*Grammar for writing* Unit 38)	**S3** to discuss, proof-read and edit their own writing for clarity and correctness, e.g. by creating more complex sentences, using a range of connectives, simplifying clumsy constructions; **S6** to understand the need for punctuation as an aid to the reader, e.g. commas to mark grammatical boundaries; a colon to signal, e.g. a list. (*Grammar for writing* Unit 34)	**W1** to identify mis-spelt words in own writing; to keep individual lists (e.g. spelling logs); to learn to spell them; **W2** to use known spellings as a basis for spelling other words with similar patterns or related meanings; **W3** to use independent spelling strategies, including: • building up spellings by syllabic parts, using known prefixes, suffixes and common letter strings; • applying knowledge of spelling rules and exceptions; • building words from other known words, and from awareness of the meaning or derivations of words; • using dictionaries and IT spell-checks; • using visual skills, e.g. recognising common letter strings and checking critical features (i.e. does it look right, shape, length, etc.); **W9** to collect and classify a range of idiomatic phrases, clichés and expressions, e.g. *the more the better, under the weather, past his prime, given up the ghost, taken for a ride, not up to it, put on a brave face, over the top, beat about the bush, in for a penny, par for the course, putting his back up.* Compare, discuss, speculate about meaning/origins and check in dictionaries; use in own writing and be aware of when it is appropriate to use these in speech and writing.
Suggested speaking and listening emphases • Through discussion, reflect on reading. • Use the language of narrative to analyse the structure of a story. • Use talk to clarify the features of an effective story opening.		

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Year 5 Term 1

Plays **Duration:** 2 weeks	**Text(s)** • Plays of known texts	**Suggested outcome(s)** • Scene or short play to be performed
Text level objectives	**Sentence level objectives**	**Word level objectives**
T5 to understand dramatic conventions including: • the conventions of scripting (e.g. stage directions, asides); • how character can be communicated in words and gesture; • how tension can be built up through pace, silences and delivery; **T18** write own playscript, applying conventions learned from reading; include production notes; **T19** to annotate a section of playscript as a preparation for performance, taking into account pace, movement, gesture and delivery of lines and the needs of the audience; **T20** to evaluate the script and the performance for their dramatic interest and impact.	**S2** to understand the basic conventions of standard English and consider when and why standard English is used: • agreement between nouns and verbs; • consistency of tense and subject; • avoidance of double negatives; • avoidance of non-standard dialect words; (*Grammar for writing* Unit 33) **S5** to understand the difference between direct and reported speech (e.g. *she said, "I am going", she said she was going*), e.g. through: • finding and comparing examples from reading; • discussing contexts and reasons for using particular forms and their effects; • transforming direct into reported speech and vice versa, noting changes in punctuation and words that have to be changed or added; **S7** from reading, to understand how dialogue is set out, e.g. on separate lines for alternate speakers in narrative, and the positioning of commas before speech marks. (*Grammar for writing* Unit 36)	**W1** to identify mis-spelt words in own writing; to keep individual lists (e.g. spelling logs); to learn to spell them; **W2** to use known spellings as a basis for spelling other words with similar patterns or related meanings; **W3** to use independent spelling strategies, including: • building up spellings by syllabic parts, using known prefixes, suffixes and common letter strings; • applying knowledge of spelling rules and exceptions; • building words from other known words, and from awareness of the meaning or derivations of words; • using dictionaries and IT spell-checks; • using visual skills, e.g. recognising common letter strings and checking critical features (i.e. does it look right, shape, length, etc.); **W5** to investigate, collect and classify spelling patterns in pluralisation, construct rules for regular spellings, e.g. add *-s* to most words; add *-es* to most words ending in *-s, -sh, -ch;* change *-f* to *-ves;* when *-y* is preceded by a consonant, change to *-ies;* when *-y* is preceded by a vowel, add *-s;* (*Spelling bank* p.41-42) **W10** to use adverbs to qualify verbs in writing dialogue, e.g. *timidly, gruffly, excitedly*, using a thesaurus to extend vocabulary.
Suggested speaking and listening emphases • Describe characters based on understanding of their words and gestures. • Evaluate and comment on scripts and performances. • Collaborate to prepare for performance of a play. • Discuss appropriateness of using direct and reported speech.		

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Year 5 Term 1

Aspects of narrative

Duration: 2/3 weeks

Text(s)

- Class novel
- Short story
- Extracts

Suggested outcome(s)

- Two story beginnings
- Reading journal
- New scene or character written into a story

Text level objectives

T3 to investigate how characters are presented, referring to the text:

- through dialogue, action and description;
- how the reader responds to them (as victims, heroes, etc.);
- through examining their relationships with other characters;

T10 to evaluate a book by referring to details and examples in the text;

T11 to experiment with alternative ways of opening a story using, e.g. description, action or dialogue;

T12 to discuss the enduring appeal of established authors and 'classic' texts;

T13 to record their ideas, reflections and predictions about a book, e.g. through a reading log or journal;

T15 to write new scenes or characters into a story, in the manner of the writer, maintaining consistency of character and style, using paragraphs to organise and develop detail.

Suggested speaking and listening emphases

- Discuss the devices used by an author to present a character.
- Generate questions to explore a character's motives, feelings and behaviour.
- Respond to questions in role.
- Talk about appeal of, and responses to, 'classic texts'.

Sentence level objectives

S4 to adapt writing for different readers and purposes by changing vocabulary, tone and sentence structures to suit, e.g. simplifying for younger readers; (*Grammar for writing* Unit 35)

S5 to understand the difference between direct and reported speech (e.g. *she said, "I am going", she said she was going*), e.g. through:

- finding and comparing examples from reading;
- discussing contexts and reasons for using particular forms and their effects;
- transforming direct into reported speech and vice versa, noting changes in punctuation and words that have to be changed or added;

S7 from reading, to understand how dialogue is set out, e.g. on separate lines for alternate speakers in narrative, and the positioning of commas before speech marks. (*Grammar for writing* Unit 36)

Word level objectives

W1 to identify mis-spelt words in own writing; to keep individual lists (e.g. spelling logs); to learn to spell them;

W2 to use known spellings as a basis for spelling other words with similar patterns or related meanings;

W3 to use independent spelling strategies, including:

- building up spellings by syllabic parts, using known prefixes, suffixes and common letter strings;
- applying knowledge of spelling rules and exceptions;
- building words from other known words, and from awareness of the meaning or derivations of words;
- using dictionaries and IT spell-checks;
- using visual skills, e.g. recognising common letter strings and checking critical features (i.e. does it look right, shape, length, etc.);

W5 to investigate, collect and classify spelling patterns in pluralisation, construct rules for regular spellings, e.g. add *-s* to most words; add *-es* to most words ending in *-s, -sh, -ch;* change *-f* to *-ves;* when *-y* is preceded by a consonant, change to *-ies;* when *-y* is preceded by a vowel, add *-s;* (*Spelling bank* p.41-42)

W7 to explain the differences between synonyms, e.g. *angry, irritated, frustrated, upset;* collect, classify and order sets of words to identify shades of meaning;

W10 to use adverbs to qualify verbs in writing dialogue, e.g. *timidly, gruffly, excitedly,* using a thesaurus to extend vocabulary.

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Year 5 Term 1

Poetry **Duration:** 2 weeks	**Text(s)** • Range of poems	**Suggested outcome(s)** • Two contrasting poems
Text level objectives	**Sentence level objectives**	**Word level objectives**
T6 to read a number of poems by significant poets and identify what is distinctive about the style or content of their poems; **T7** to analyse and compare poetic style, use of forms and the themes of significant poets; to respond to shades of meaning; to explain and justify personal tastes; to consider the impact of full rhymes, half rhymes, internal rhymes and other sound patterns; **T8** to investigate and collect different examples of word play, relating form to meaning; **T16** to convey feelings, reflections or moods in a poem through the careful choice of words and phrases; **T17** to write metaphors from original ideas or from similes.	**S1** investigate word order by examining how far the order of words in sentences can be changed: • which words are essential to meaning; • which can be deleted without damaging the basic meaning; • which words or groups of words can be moved into a different order; **S4** to adapt writing for different readers and purposes by changing vocabulary, tone and sentence structures to suit, e.g. simplifying for younger readers. (*Grammar for writing* Unit 35)	**W1** to identify mis-spelt words in own writing; to keep individual lists (e.g. spelling logs); to learn to spell them; **W2** to use known spellings as a basis for spelling other words with similar patterns or related meanings; **W3** to use independent spelling strategies, including: • building up spellings by syllabic parts, using known prefixes, suffixes and common letter strings; • applying knowledge of spelling rules and exceptions; • building words from other known words, and from awareness of the meaning or derivations of words; • using dictionaries and IT spell-checks; • using visual skills, e.g. recognising common letter strings and checking critical features (i.e. does it look right, shape, length, etc.); **W6** to collect, and investigate the meanings and spellings of words using the following prefixes: *auto, bi, trans, tele, circum*; (*Spelling bank* p.43) **W9** to collect and classify a range of idiomatic phrases, clichés and expressions, e.g. *the more the better, under the weather, past his prime, given up the ghost, taken for a ride, not up to it, put on a brave face, over the top, beat about the bush, in for a penny, par for the course, putting his back up.* Compare, discuss, speculate about meaning/origins and check in dictionaries; use in own writing and be aware of when it is appropriate to use these in speech and writing.
Suggested speaking and listening emphases • Listen actively to contrasting forms of poetry. • Explain and justify personal preferences. • Orally rehearse words and phrases which convey feelings, reflections or moods when writing own poem. • Listen to and take account of the views of others.		

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Year 5 Term 1

Note-taking and recount **Duration:** 3 weeks	**Text(s)** • Examples of notes • Recounts of event, activities/visits related to other curriculum areas • News reports	**Suggested outcome(s)** • Notes for recounts • Two recounts of same event for different readers
Text level objectives	**Sentence level objectives**	**Word level objectives**
T21 to identify the features of recounted texts such as sports reports, diaries, police reports, including: • introduction to orientate reader; • chronological sequence; • supporting illustrations; • degree of formality adopted; • use of connectives e.g. first… next… once; **T23** to discuss the purpose of note-taking and how this influences the nature of notes made; **T24** to write recounts based on subject, topic or personal experiences for (a) a close friend and (b) an unknown reader, e.g. an account of a field trip, a match, a historical event; **T26** to make notes for different purposes, e.g. noting key points as a record of what has been read, listing cues for a talk, and to build on these notes in their own writing or speaking; **T27** to use simple abbreviations in note-taking.	**S1** investigate word order by examining how far the order of words in sentences can be changed: • which words are essential to meaning; • which can be deleted without damaging the basic meaning; • which words or groups of words can be moved into a different order; **S3** to discuss, proof-read and edit their own writing for clarity and correctness, e.g. by creating more complex sentences, using a range of connectives, simplifying clumsy constructions; (*Grammar for writing* Unit 34) **S4** to adapt writing for different readers and purposes by changing vocabulary, tone and sentence structures to suit, e.g. simplifying for younger readers; (*Grammar for writing* Unit 35) **S5** to understand the difference between direct and reported speech (e.g. *she said, "I am going", she said she was going)*, e.g. through: • finding and comparing examples from reading; • discussing contexts and reasons for using particular forms and their effects; • transforming direct into reported speech and vice versa, noting changes in punctuation and words that have to be changed or added;.(*Grammar for writing* Unit 36)	**W1** to identify mis-spelt words in own writing; to keep individual lists (e.g. spelling logs); to learn to spell them; **W2** to use known spellings as a basis for spelling other words with similar patterns or related meanings; **W3** to use independent spelling strategies, including: • building up spellings by syllabic parts, using known prefixes, suffixes and common letter strings; • applying knowledge of spelling rules and exceptions; • building words from other known words, and from awareness of the meaning or derivations of words; • using dictionaries and IT spell-checks; • using visual skills, e.g. recognising common letter strings and checking critical features (i.e. does it look right, shape, length, etc.); **W4** to examine the properties of words ending in vowels other than the letter *'e'*; (*Spelling bank* p.40) **W8** to identify word roots, derivations and spelling patterns, e.g. *sign, signature, signal; bomb, bombastic, bombard; remit, permit, permission*, in order to extend vocabulary and provide support for spelling. (*Spelling bank* p.44)

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Note-taking and recount (continued) **Duration:** 3 weeks	**Text(s)** • Examples of notes • Recounts of event, activities/visits related to other curriculum areas • News reports	**Suggested outcome(s)** • Notes for recounts • Two recounts of same event for different readers
Text level objectives	**Sentence level objectives**	**Word level objectives**
Suggested speaking and listening emphases • Use specific vocabulary appropriately in orally recounting an event. • Clarify purposes for note-taking and discuss relevant strategies. • Use notes as the basis for spoken presentations. • Summarise the content of a recount.	**S8** to revise and extend work on verbs (see Y4 objectives), focusing on: • tenses: past, present, future; investigating how different tenses are formed by using auxiliary verbs, e.g. *have, was, shall, will*; • forms: active, interrogative, imperative; • person: 1st, 2nd, 3rd. Identify and classify examples from reading; experiment with transforming tense/form/person in these examples – discuss changes that need to be made and effects on meaning. (*Grammar for writing* Unit 37)	

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Year 5 Term 1

Instructions **Duration:** 1 week	**Text(s)** • Instructions linked to other curriculum areas	**Suggested outcome(s)** • Instructions to be tested
Text level objectives	**Sentence level objectives**	**Word level objectives**
T22 to read and evaluate a range of instructional texts in terms of their: • purposes; • organisation and layout; • clarity and usefulness; **T25** to write instructional texts, and test them out, e.g. instructions for loading computers, design briefs for technology, rules for games.	**S3** to discuss, proof-read and edit their own writing for clarity and correctness, e.g. by creating more complex sentences, using a range of connectives, simplifying clumsy constructions; (*Grammar for writing* Unit 34) **S9** to identify the imperative form in instructional writing and the past tense in recounts and use this awareness when writing for these purposes.	**W1** to identify mis-spelt words in own writing; to keep individual lists (e.g. spelling logs); to learn to spell them; **W2** to use known spellings as a basis for spelling other words with similar patterns or related meanings; **W3** to use independent spelling strategies, including: • building up spellings by syllabic parts, using known prefixes, suffixes and common letter strings; • applying knowledge of spelling rules and exceptions; • building words from other known words, and from awareness of the meaning or derivations of words; • using dictionaries and IT spell-checks; • using visual skills, e.g. recognising common letter strings and checking critical features (i.e. does it look right, shape, length, etc.); **W6** to collect, and investigate the meanings and spellings of words using the following prefixes: *auto, bi, trans, tele, circum*; (*Spelling bank* p.43) **W8** to identify word roots, derivations and spelling patterns, e.g. *sign, signature, signal; bomb, bombastic, bombard; remit, permit, permission*, in order to extend vocabulary and provide support for spelling. (*Spelling bank* p.44)
Suggested speaking and listening emphases • Discuss and draw up criteria for judging the effectiveness of a set of instructions. • Listen to and test out a set of instructions and discuss their effectiveness. • Discuss own writing to edit for clarity and correctness.		

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Year 5 Term 2

Unit	Text level	Sentence level	Word level	Wk	Text(s)	Suggested outcome(s)
Traditional stories and fables	1, 2, 3, 9, 11, 14	2 (*GfW* 33) 6 (*GfW* 41)	i) 1, 2, 3 ii) 5 (*SB* p.48) iii) 12	2	• Traditional stories, fables	• Written version of fable • Oral retelling
Poetry	4, 5, 6, 7, 10, 12	4, 10 (*GfW* 39)	i) 1, 2, 3 ii) 6 (*SB* p.49), 7 (*SB* p.50) iii)11, 12	2	• Longer classic poetry • Narrative poetry	• Choral performance • Additional verse of poem
Myths and legends	1, 2, 8, 10, 11, 13	1 (*GfW* 28, 31), 3 (*GfW* 35)	i) 1, 2, 3 ii) 4, (*SB* p.45-47), 8 (*SB* p.51) iii) 10	3	• Myths and legends	• Myth and/or legend
Note-taking and explanation texts	15, 16, 17, 20, 21, 22, 24	8, 9 (*GfW* 40)	i) 1, 2, 3 ii) 4 (*SB* p.45-47), 7 (*SB* p.50) iii) 9	2	• Range of explanatory texts linked to other curriculum areas	• Notes • Explanatory text for a younger audience
Non-chronological report	16, 17, 18, 19, 22, 23, 24	5, 7, 9 (*GfW* 40)	i) 1, 2, 3 ii) 6 (*SB* p.49) iii) 9	2	• Range of non-chronological reports	• Notes • Non-chronological report related to other curriculum area

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Year 5 Term 2

Traditional stories and fables **Duration:** 2 weeks	**Text(s)** • Traditional stories, fables	**Suggested outcome(s)** • Written version of fable • Oral retelling
Text level objectives	**Sentence level objectives**	**Word level objectives**
T1 to identify and classify the features of myths, legends and fables, e.g. the moral in a fable, fantastical beasts in legends; **T2** to investigate different versions of the same story in print or on film, identifying similarities and differences; recognise how stories change over time and differences of culture and place that are expressed in stories; **T3** to explore similarities and differences between oral and written storytelling; **T9** to investigate the features of different fiction genres, e.g. science fiction, adventure, discussing the appeal of popular fiction; **T11** to write own versions of legends, myths and fables, using structures and themes identified in reading; **T14** make notes of story outline as preparation for oral storytelling.	**S2** to consolidate the basic conventions of standard English: • agreement between nouns and verbs; • consistency of tense and subject; • avoidance of double negatives; • avoidance of non-standard dialect words; (*Grammar for writing* Unit 33) **S6** to be aware of the differences between spoken and written language, including: • conventions to guide reader; • the need for writing to make sense away from immediate context; • the use of punctuation to replace intonation, pauses, gestures; • the use of complete sentences. (*Grammar for writing* Unit 41)	**W1** to identify mis-spelt words in own writing; to keep individual lists (e.g. spelling logs); to learn to spell them; **W2** to use known spellings as a basis for spelling other words with similar patterns or related meanings; **W3** to use independent spelling strategies, including: • building up spellings by syllabic parts, using known prefixes, suffixes and common letter strings; • applying knowledge of spelling rules and exceptions; • building words from other known words, and from awareness of the meaning or derivations of words; • using dictionaries and IT spell-checks; • using visual skills, e.g. recognising common letter strings and checking critical features (i.e. does it look right, shape, length, etc.); **W5** to investigate words which have common letter strings but different pronunciations, e.g. *rough, cough, bough*; *boot, foot*; (*Spelling bank* p.48) **W12** to investigate metaphorical expressions and figures of speech from everyday life.
Suggested speaking and listening emphases • Discuss and classify similarities and differences between oral and written storytelling. • Discuss variations in different versions of a story. • Plan for and retell a story using dialogue. • Use notes as the basis for oral storytelling.		

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Year 5 Term 2

Poetry **Duration:** 2 weeks	**Text(s)** • Longer classic poetry • Narrative poetry	**Suggested outcome(s)** • Choral performance • Additional verse of poem
Text level objectives	**Sentence level objectives**	**Word level objectives**
T4 to read a range of narrative poems; **T5** to perform poems in a variety of ways; **T6** to understand terms which describe different kinds of poems, e.g. ballad, sonnet, rap, elegy, narrative poem, and to identify typical features; **T7** to compile a class anthology of favourite poems with commentaries which illuminate the choice; **T10** to understand the differences between literal and figurative language, e.g. through discussing the effects of imagery in poetry and prose; **T12** to use the structures of poems read to write extensions based on these, e.g. additional verses, or substituting own words and ideas.	**S4** to revise Y4: • the different kinds of noun; • the function of pronouns; • agreement between nouns, pronouns and verbs; **S10** to ensure that, in using pronouns, it is clear to what or to whom they refer. (*Grammar for writing* Unit 39)	**W1** to identify mis-spelt words in own writing; to keep individual lists (e.g. spelling logs); to learn to spell them; **W2** to use known spellings as a basis for spelling other words with similar patterns or related meanings; **W3** to use independent spelling strategies, including: • building up spellings by syllabic parts, using known prefixes, suffixes and common letter strings; • applying knowledge of spelling rules and exceptions; • building words from other known words, and from awareness of the meaning or derivations of words; • using dictionaries and IT spell-checks; • using visual skills, e.g. recognising common letter strings and checking critical features (i.e. does it look right, shape, length, etc.); **W6** to distinguish between homophones, i.e. words with common pronunciations but different spellings, e.g. *eight, ate; grate, great; rain, rein, reign;* (*Spelling bank* p.49) **W7** the correct use and spelling of possessive pronouns, linked to work on grammar, e.g. *their, theirs; your, yours; my, mine;* (*Spelling bank* p.50) **W11** to explore onomatopoeia. Collect, invent and use words whose meaning is represented in their sounds, e.g. *splash, plop, bang, clash, smack, trickle, swoop;* **W12** to investigate metaphorical expressions and figures of speech from everyday life.
Suggested speaking and listening emphases • Listen to and evaluate each others' performances of poems. • Amend performance in the light of peer comments. • Use collaborative talk to select, classify and justify poetry for inclusion in a class anthology. • Explore the effects of imagery in poems.		

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Year 5 Term 2

Myths and legends **Duration:** 3 weeks	**Text(s)** • Myths and legends	**Suggested outcome(s)** • Myth and/or legend
Text level objectives	**Sentence level objectives**	**Word level objectives**
T1 to identify and classify the features of myths, legends and fables, e.g. the moral in a fable, fantastical beasts in legends; **T2** to investigate different versions of the same story in print or on film, identifying similarities and differences; recognise how stories change over time and differences of culture and place that are expressed in stories; **T8** to distinguish between the author and the narrator, investigating narrative viewpoint and the treatment of different characters, e.g. minor characters, heroes, villains, and perspectives on the action from different characters; **T10** to understand the differences between literal and figurative language, e.g. through discussing the effects of imagery in poetry and prose; **T11** to write own versions of legends, myths and fables, using structures and themes identified in reading; **T13** to review and edit writing to produce a final form, matched to the needs of an identified reader.	**S1** to re-order simple sentences, noting the changes which are required in word order and verb forms and discuss the effects of changes; (*Grammar for writing* Units 28, 31) **S3** to understand how writing can be adapted for different audiences and purposes, e.g. by changing vocabulary and sentence structures. (*Grammar for writing* Unit 35)	**W1** to identify mis-spelt words in own writing; to keep individual lists (e.g. spelling logs); to learn to spell them; **W2** to use known spellings as a basis for spelling other words with similar patterns or related meanings; **W3** to use independent spelling strategies, including: • building up spellings by syllabic parts, using known prefixes, suffixes and common letter strings; • applying knowledge of spelling rules and exceptions; • building words from other known words, and from awareness of the meaning or derivations of words; • using dictionaries and IT spell-checks; • using visual skills, e.g. recognising common letter strings and checking critical features (i.e. does it look right, shape, length, etc.); **W4** to explore spelling patterns of consonants and formulate rules: • *-ll* in *full* becomes *l* when used as a suffix; • words ending with a single consonant preceded by a short vowel double the consonant before adding *ing*, etc. e.g. *hummed, sitting, wetter*; • *c* is usually soft when followed by *i*, e.g. *circus, accident*; (*Spelling bank* p.45-47)

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Myths and legends (continued) **Duration:** 3 weeks	**Text(s)** • Myths and legends	**Suggested outcome(s)** • Myth and/or legend
Text level objectives	**Sentence level objectives**	**Word level objectives**
Suggested speaking and listening emphases • Discuss differences in the same story told in print and on film. • Express opinions about the impact of different versions, drawing on evidence from the texts. • In role of different characters, discuss narrative viewpoints.		**W8** to recognise and spell the suffix: *-cian*, etc.; (*Spelling bank* p.51) **W10** to investigate further antonyms. Why do some words have opposites, e.g. *near, over,* while others have more than one opposite, e.g. *big, right,* and others have none, e.g. *green, wall?* Investigate common spelling patterns and other ways of creating opposites through additional words and phrases. Link to children's knowledge of adjectives and adverbs.

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Year 5 Term 2

Note-taking and explanation texts **Duration:** 2 weeks	**Text(s)** • Range of explanatory texts linked to other curriculum areas	**Suggested outcome(s)** • Notes • Explanatory texts for younger audience
Text level objectives	**Sentence level objectives**	**Word level objectives**
T15 to read a range of explanatory texts, investigating and noting features of impersonal style, e.g. complex sentences; use of passive voice; technical vocabulary; hypothetical language (*if… then, might when the …*); use of words/phrases to make sequential, causal, logical connections, e.g. *while, during, after, because, due to, only when, so*; **T16** to prepare for reading by identifying what they already know and what they need to find out; **T17** to locate information confidently and efficiently through (i) using contents, indexes, sections, headings (ii) skimming to gain overall sense of text (iii) scanning to locate specific information (iv) close reading to aid understanding (v) text-marking (vi) using CD-ROM and other IT sources, where available; **T20** note-making: to discuss what is meant by 'in your own words' and when it is appropriate to copy, quote and adapt; **T21** to convert personal notes into notes for others to read, paying attention to appropriateness of style, vocabulary and presentation; **T22** to plan, compose, edit and refine short non-chronological reports and explanatory texts, using reading as a source, focusing on clarity, conciseness, and impersonal style; **T24** to evaluate their work.	**S8** to construct sentences in different ways, while retaining meaning, through: • combining two or more sentences; • re-ordering them; • deleting or substituting words; • writing them in more telegraphic ways; **S9** to secure the use of the comma in embedding clauses the within sentences. (*Grammar for writing* Unit 40)	**W1** to identify mis-spelt words in own writing; to keep individual lists (e.g. spelling logs); to learn to spell them; **W2** to use known spellings as a basis for spelling other words with similar patterns or related meanings; **W3** to use independent spelling strategies, including: • building up spellings by syllabic parts, using known prefixes, suffixes and common letter strings; • applying knowledge of spelling rules and exceptions; • building words from other known words, and from awareness of the meaning or derivations of words; • using dictionaries and IT spell-checks; • using visual skills, e.g. recognising common letter strings and checking critical features (i.e. does it look right, shape, length, etc.); **W4** to explore spelling patterns of consonants and formulate rules: • *-ll* in *full* becomes *l* when used as a suffix; • words ending with a single consonant preceded by a short vowel double the consonant before adding *ing*, etc. e.g. *hummed, sitting, wetter*; • *c* is usually soft when followed by *i*, e.g. *circus, accident*; (*Spelling bank* p.45-47)

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Note-taking and explanation texts (continued) **Duration:** 2 weeks	**Text(s)** • Range of explanatory texts linked to other curriculum areas	**Suggested outcome(s)** • Notes • Explanatory texts for younger audience
Text level objectives	**Sentence level objectives**	**Word level objectives**
Suggested speaking and listening emphases • Articulate what is already known about a specific subject and list questions on further information needed. • Provide a clear explanation of a process (using a sequential structure and appropriate language). • Discuss interpretations of 'in your own words' and justify when copying and quoting is acceptable. • Make an oral presentation, based on someone else's notes.		**W7** the correct use and spelling of possessive pronouns, linked to work on grammar, e.g. *their, theirs; your, yours; my, mine*; (*Spelling bank* p.50) **W9** to search for, collect, define and spell technical words derived from work in other subjects.

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Year 5 Term 2

Non-chronological report Duration: 2 weeks	Text(s) • Range of non-chronological reports	Suggested outcome(s) • Notes • Non-chronological report related to other curriculum areas
Text level objectives	**Sentence level objectives**	**Word level objectives**
T16 to prepare for reading by identifying what they already know and what they need to find out; **T17** to locate information confidently and efficiently through (i) using contents, indexes, sections, headings (ii) skimming to gain overall sense of text (iii) scanning to locate specific information (iv) close reading to aid understanding (v) text-marking (vi) using CDROM and other IT sources, where available; **T18** how authors record and acknowledge their sources; **T19** to evaluate texts critically by comparing how different sources treat the same information; **T22** to plan, compose, edit and refine short non-chronological reports and explanatory texts, using reading as a source, focusing on clarity, conciseness, and impersonal style; **T23** to record and acknowledge sources in their own writing; **T24** to evaluate their work.	**S5** to use punctuation effectively to signpost meaning in longer and more complex sentences; **S7** to explore ambiguities that arise from sentence contradictions, e.g. through signs and headlines: *'police shot man with knife'*; *Nothing acts faster than Anadin*'; *Baby Changing Room*'; **S9** to secure the use of the comma in embedding clauses within sentences. (*Grammar for writing* Unit 40)	**W1** to identify mis-spelt words in own writing; to keep individual lists (e.g. spelling logs); to learn to spell them; **W2** to use known spellings as a basis for spelling other words with similar patterns or related meanings; **W3** to use independent spelling strategies, including: • building up spellings by syllabic parts, using known prefixes, suffixes and common letter strings; • applying knowledge of spelling rules and exceptions; • building words from other known words, and from awareness of the meaning or derivations of words; • using dictionaries and IT spell-checks; • using visual skills, e.g. recognising common letter strings and checking critical features (i.e. does it look right, shape, length, etc.); **W6** to distinguish between homophones, i.e. words with common pronunciations but different spellings, e.g. *eight, ate*; *grate, great*; *rain, rein, reign*; (*Spelling bank* p.49) **W9** to search for, collect, define and spell technical words derived from work in other subjects.
Suggested speaking and listening emphases • Orally summarise existing knowledge on a given subject and suggest questions to find out more. • Use talk to edit, refine and evaluate written reports.		

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Year 5 Term 3

Unit	Text level	Sentence level	Word level	Wk	Text(s)	Suggested outcome(s)
Narrative: empathy/point of view	1, 2, 3, 7, 8	1, 2 (*GfW* 35), 3 (*GfW* 42), 5 (*GfW* 27)	i) 1, 2, 3 ii) 4 (*SB* p.52) iii) 11, 12, 13	2	• Range of novels, stories from variety of cultures and traditions	• Short story written from point of view of different character • Reading journal
Poetry	4, 5, 6, 11		i) 1, 2, 3 ii) 5 (*SB* p.53-55) iii) 9	2	• Range of choral and performance poetry	• Performance of poetry (two different styles including one example from 'older literature') • Poem in style of one of the performance poems
Narrative: author style	6, 8, 9, 10	1 (*GfW* 33), 2 (*GfW* 35)	i) 1, 2, 3 ii) 5 (*SB* p.53-55) iii) 8	2	• Stories/novel from variety of cultures, traditions • Older literature	• Reading journal • Additional chapter written in style of author
Persuasion 1	14, 15, 16, 19	1 (*GfW* 33), 2 (*GfW* 35)	i) 1, 2, 3 ii) 7 (*SB* p.57) iii) 11, 12, 13	2	• Leaflets	• Debate
Persuasion 2	12, 15, 16, 17	4, 6	i) 1, 2, 3 ii) 6 (*SB* p.56) iii) 9	2	• Range of letters	• Letter of complaint
Persuasion 3	13, 15, 16, 18	7 (*GfW* 43)	i) 1, 2, 3 ii) 4 (*SB* p.52) iii) 10	2	• Commentaries	• Written commentary presenting two sides of an argument linked to other curriculum area

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Year 5 Term 3

Narrative: empathy/point of view **Duration:** 2 weeks	**Text(s)** • Range of novels, stories from variety of cultures and traditions	**Suggested outcome(s)** • Short story written from point of view of different character • Reading journal
Text level objectives	**Sentence level objectives**	**Word level objectives**
T1 to investigate a range of texts from different cultures, considering patterns of relationships, social customs, attitudes and beliefs: • identify these features by reference to the text; • consider and evaluate these features in relation to their own experience; **T2** to identify the point of view from which a story is told and how this affects the reader's response; **T3** to change point of view, e.g. tell incident or describe a situation from the point of view of another character or perspective; **T7** to write from another character's point of view, e.g. retelling an incident in letter form; **T8** to record predictions, questions, reflections while reading, e.g. through the use of a reading journal.	**S1** to secure the basic conventions of standard English: • agreement between nouns and verbs; • consistency of tense and subject; • avoidance of double negatives; • avoidance of non-standard dialect words; **S2** to understand how writing can be adapted for different audiences and purposes, e.g. by changing vocabulary and sentence structures; (*Grammar for writing* Unit 35) **S3** to search for, identify and classify a range of prepositions: *back, up, down, across, through, on,* etc.; experiment with substituting different prepositions and their effect on meaning. Understand and use the term *preposition*; (*Grammar for writing* Unit 42) **S5** to revise use of apostrophes for possession (from Y4 Term 1). (*Grammar for writing* Unit 27)	**W1** to identify mis-spelt words in own writing; to keep individual lists (e.g. spelling logs); to learn to spell them; **W2** to use known spellings as a basis for spelling other words with similar patterns or related meanings; **W3** to use independent spelling strategies, including: • building up spellings by syllabic parts, using known prefixes, suffixes and common letter strings; • applying knowledge of spelling rules and exceptions; • building words from other known words, and from awareness of the meaning or derivations of words; • using dictionaries and IT spell-checks; • using visual skills, e.g. recognising common letter strings and checking critical features (i.e. does it look right, shape, length, etc.); **W4** to spell unstressed vowels in polysyllabic words, e.g. *company, portable, poisonous, interest description, carpet, sector, freedom, extra,* etc.; (*Spelling bank* p.52) **W11** to use a range of dictionaries and understand their purposes, e.g. dictionaries of slang, phrases, idioms, contemporary usage, synonyms, antonyms, quotations and thesauruses;

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Narrative: empathy/point of view (continued) **Duration:** 2 weeks	**Text(s)** • Range of novels, stories from variety of cultures and traditions	**Suggested outcome(s)** • Short story written from point of view of different character • Reading journal
Text level objectives	**Sentence level objectives**	**Word level objectives**
Suggested speaking and listening emphases • Describe the view point of a character in a story. • Use collaborative talk to reflect on characters' actions and feelings and predict future events. • Retell story from a different viewpoint. • Relate relationships, attitudes and beliefs found in books to own experience.		**W12** to use dictionaries efficiently to explore spellings, meanings, derivations, e.g. by using alphabetical order, abbreviations, definitions with understanding; **W13** to compile own class/group dictionary using personally written definitions, e.g. of slang, technical terms.

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Year 5 Term 3

Poetry **Duration:** 2 weeks	**Text(s)** • Range of choral and performance poetry	**Suggested outcome(s)** • Performance of poetry (two different styles including one example from 'older literature') • Poem in style of one of the performance poems
Text level objectives	**Sentence level objectives**	**Word level objectives**
T4 to read, rehearse and modify performance of poetry; **T5** to select poetry, justify their choices, e.g. in compiling class anthology; **T6** to explore the challenge and appeal of older literature through: • listening to older literature being read aloud; • reading accessible poems, stories and extracts; • reading extracts from classic serials shown on television; • discussing differences in language used; **T11** to use performance poems as models to write and to produce poetry in polished forms through revising, redrafting and presentation.		**W1** to identify mis-spelt words in own writing; to keep individual lists (e.g. spelling logs); to learn to spell them; **W2** to use known spellings as a basis for spelling other words with similar patterns or related meanings; **W3** to use independent spelling strategies, including: • building up spellings by syllabic parts, using known prefixes, suffixes and common letter strings; • applying knowledge of spelling rules and exceptions; • building words from other known words, and from awareness of the meaning or derivations of words; • using dictionaries and IT spell-checks; • using visual skills, e.g. recognising common letter strings and checking critical features (i.e. does it look right, shape, length, etc.);

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Poetry - continued **Duration:** 2 weeks	**Text(s)** • Range of choral and performance poetry	**Suggested outcome(s)** • Performance of poetry (two different styles including one example from 'older literature') • Poem in style of one of the performance poems
Text level objectives	**Sentence level objectives**	**Word level objectives**
Suggested speaking and listening emphases: • Perform poems, modifying performance after evaluation. • Listen to and respond to others' performance. • Listen to and discuss language use in older poems. • Use talk to edit and refine own poems.		**W5** to investigate and learn spelling rules: • words ending in modifying *e* drop *e* when adding *ing*, e.g. taking; • words ending in modifying *e* keep *e* when adding a suffix beginning with a consonant, e.g. *hopeful, lovely*; • words ending in *y* preceded by a consonant change *y* to *ie* when adding a suffix, e.g. *flies, tried* - except for the suffixes *ly* or *ing*, e.g. *shyly, flying*; *i* before *e* except after *c* when the sound is *ee*, e.g. *receive*. Note and learn exceptions; (*Spelling bank* p.53-55) **W9** to understand how words vary across dialects, e.g. *plimsolls, daps, sand-shoes, pumps.*

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Year 5 Term 3

Narrative: author style **Duration:** 2 weeks	**Text(s)** • Stories/novel from variety of cultures, traditions • Older literature	**Suggested outcome(s)** • Reading journal • Additional chapter written in style of author
Text level objectives	**Sentence level objectives**	**Word level objectives**
T6 to explore the challenge and appeal of older literature through: • listening to older literature being read aloud; • reading accessible poems, stories and extracts; • reading extracts from classic serials shown on television; • discussing differences in language used; **T8** to record predictions, questions, reflections while reading, e.g. through the use of a reading journal; **T9** to write in the style of the author, e.g. writing on to complete a section, resolve a conflict; writing additional dialogue, new chapter; **T10** to write discursively about a novel or story, e.g. to describe, explain, or comment on it.	**S1** to secure the basic conventions of standard English: • agreement between nouns and verbs; • consistency of tense and subject; • avoidance of double negatives; • avoidance of non-standard dialect words; (*Grammar for writing* Unit 33) **S2** to understand how writing can be adapted for different audiences and purposes, e.g. by changing vocabulary and sentence structures. (*Grammar for writing* Unit 35)	**W1** to identify mis-spelt words in own writing; to keep individual lists (e.g. spelling logs); to learn to spell them; **W2** to use known spellings as a basis for spelling other words with similar patterns or related meanings; **W3** to use independent spelling strategies, including: • building up spellings by syllabic parts, using known prefixes, suffixes and common letter strings; • applying knowledge of spelling rules and exceptions; • building words from other known words, and from awareness of the meaning or derivations of words; • using dictionaries and IT spell-checks; • using visual skills, e.g. recognising common letter strings and checking critical features (i.e. does it look right, shape, length, etc.); **W5** to investigate and learn spelling rules: • words ending in modifying *e* drop *e* when adding *ing*, e.g. *taking*; • words ending in modifying *e* keep *e* when adding a suffix beginning with a consonant, e.g. *hopeful*, *lovely*;

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Narrative: author style (continued) **Duration:** 2 weeks	**Text(s)** • Stories/novel from variety of cultures, traditions • Older literature	**Suggested outcome(s)** • Reading journal • Additional chapter written in style of author
Text level objectives	**Sentence level objectives**	**Word level objectives**
Suggested speaking and listening emphases • Listen to classic literature and discuss appeal and challenges. • Discuss and explore changes in vocabulary used and make comparisons with modern text/and current language usage.		• words ending in *y* preceded by a consonant change *y* to *ie* when adding a suffix, e.g. *flies, tried* - except for the suffixes *ly* or *ing*, e.g. *shyly, flying*; *i* before *e* except after *c* when the sound is *ee*, e.g. *receive*. Note and learn exceptions; **W8** to identify everyday words such as *spaghetti, bungalow, boutique* which have been borrowed from other languages, and to understand how this might give clues to spelling.

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Year 5 Term 3

Persuasion 1 **Duration:** 2 weeks	**Text(s)** • Leaflets	**Suggested outcome(s)** • Debate
Text level objectives	**Sentence level objectives**	**Word level objectives**
T14 to select and evaluate a range of texts, in print or other media, for persuasiveness, clarity, quality of information; **T15** from reading, to collect and investigate use of persuasive devices: e.g. words and phrases: e.g. *'surely', 'it wouldn't be very difficult…';* persuasive definitions, e.g. *'no-one but a complete idiot…', 'every right-thinking person would…', 'the real truth is…';* rhetorical questions *'are we expected to…?' 'where will future audiences come from?';* pandering, condescension, concession etc.; *'Naturally, it takes time for local residents…';* deliberate ambiguities, e.g. *'probably the best…in the world', 'known to cure all…', 'the professionals' choice';* **T16** note-making: to fillet passages for relevant information and present ideas which are effectively grouped and linked; **T19** to construct an argument in note form or full text to persuade others of a point of view and: • present the case to the class or a group; • evaluate its effectiveness.	**S1** to secure the basic conventions of standard English: • agreement between nouns and verbs; • consistency of tense and subject; • avoidance of double negatives; • avoidance of non-standard dialect words; (Grammar for writing Unit 33) **S2** to understand how writing can be adapted for different audiences and purposes, e.g. by changing vocabulary and sentence structures. (*Grammar for writing* Unit 35)	**W1** to identify mis-spelt words in own writing; to keep individual lists (e.g. spelling logs); to learn to spell them; **W2** to use known spellings as a basis for spelling other words with similar patterns or related meanings; **W3** to use independent spelling strategies, including: • building up spellings by syllabic parts, using known prefixes, suffixes and common letter strings; • applying knowledge of spelling rules and exceptions; • building words from other known words, and from awareness of the meaning or derivations of words; • using dictionaries and IT spell-checks; • using visual skills, e.g. recognising common letter strings and checking critical features (i.e. does it look right, shape, length, etc.); **W7** to recognise the spelling and meaning of the prefixes: *in-, im-, ir-, il-, pro-, sus-*; (*Spelling bank* p.57) **W11** to use a range of dictionaries and understand their purposes, e.g. dictionaries of slang, phrases, idioms, contemporary usage, synonyms, antonyms, quotations and thesauruses; **W12** to use dictionaries efficiently to explore spellings, meanings, derivations, e.g. by using alphabetical order, abbreviations, definitions with understanding; **W13** to compile own class/group dictionary using personally written definitions, e.g. of slang, technical terms.
Suggested speaking and listening emphases • Make brief oral presentation based on main ideas found in relevant passages. • Take part in a class debate. • Listen to a class debate, discuss and evaluate the effectiveness of the arguments presented.		

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Year 5 Term 3

Persuasion 2 **Duration:** 2 weeks	**Text(s)** ▪ Range of letters	**Suggested outcome(s)** ▪ Letter of complaint
Text level objectives	**Sentence level objectives**	**Word level objectives**
T12 to read and evaluate letters, e.g. from newspapers, magazines, intended to inform, protest, complain, persuade, considering (i) how they are set out (ii) how language is used, e.g. to gain attention, respect, manipulate; **T15** from reading, to collect and investigate use of persuasive devices: e.g. words and phrases: e.g. *'surely', 'it wouldn't be very difficult…'*; persuasive definitions, e.g. *'no-one but a complete idiot…', 'every right-thinking person would…', 'the real truth is…'*; rhetorical questions *'are we expected to…?' 'where will future audiences come from?'*; pandering, condescension, concession etc.; *'Naturally, it takes time for local residents…'*; deliberate ambiguities, e.g. *'probably the best…in the world' 'known to cure all…', 'the professionals' choice'*; **T16** note-making: to fillet passages for relevant information and present ideas which are effectively grouped and linked; **T17** to draft and write individual, group or class letters for real purposes, e.g. put a point of view, comment on an emotive issue, protest; to edit and present to finished state.	**S4** to use punctuation marks accurately in complex sentences; **S6** to investigate clauses through: • identifying the main clause in a long sentence; • investigating sentences which contain more than one clause; • understanding how clauses are connected (e.g. by combining three short sentences into one).	**W1** to identify mis-spelt words in own writing; to keep individual lists (e.g. spelling logs); to learn to spell them; **W2** to use known spellings as a basis for spelling other words with similar patterns or related meanings; **W3** to use independent spelling strategies, including: • building up spellings by syllabic parts, using known prefixes, suffixes and common letter strings; • applying knowledge of spelling rules and exceptions; • building words from other known words, and from awareness of the meaning or derivations of words; • using dictionaries and IT spell-checks; • using visual skills, e.g. recognising common letter strings and checking critical features (i.e. does it look right, shape, length, etc.); **W6** to transform words, e.g. changing tenses:*-ed, -ing;* negation: *un-, im-, il-;* making comparatives: *-er, -est, -ish;* changing verbs to nouns, e.g. *-ion, -ism, -ology;* nouns to verbs:*-ise, -ify, -en;* (*Spelling bank* p.56) **W9** to understand how words vary across dialects, e.g. *plimsolls, daps, sand-shoes, pumps.*
Suggested speaking and listening emphases • Discuss the use of ambiguity in creating a persuasive argument. • Use talk to collaborate in group or class letters, listening to and considering other viewpoints.		

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Year 5 Term 3

Persuasion 3 **Duration:** 2 weeks	**Text(s)** • Commentaries	**Suggested outcome(s)** • Written commentary presenting two sides of an argument linked to other curriculum area
Text level objectives	**Sentence level objectives**	**Word level objectives**
T13 to read other examples, e.g. newspaper comment, headlines, adverts, fliers. Compare writing which informs and persuades, considering e.g. • the deliberate use of ambiguity, half truth, bias; • how opinion can be disguised to seem like fact; **T15** from reading, to collect and investigate use of persuasive devices: e.g. words and phrases: e.g. *'surely', 'it wouldn't be very difficult…'*; persuasive definitions, e.g. *'no-one but a complete idiot…', 'every right-thinking person would…', 'the real truth is…'*; rhetorical questions *'are we expected to…?' 'where will future audiences come from?'*; pandering, condescension, concession etc.; *'Naturally, it takes time for local residents…'*; deliberate ambiguities, e.g. *'probably the best…in the world' 'known to cure all…', 'the professionals' choice'*; **T16** note-making: to fillet passages for relevant information and present ideas which are effectively grouped and linked; **T18** to write a commentary on an issue on paper or screen, (e.g. as a news editorial, leaflet), setting out and justifying a personal view; to use structures from reading to set out and link points, e.g. numbered lists, bullet points;	**S7** to use connectives to link clauses within sentences and to link sentences in longer texts. (*Grammar for writing* Unit 43)	**W1** to identify mis-spelt words in own writing; to keep individual lists (e.g. spelling logs); to learn to spell them; **W2** to use known spellings as a basis for spelling other words with similar patterns or related meanings; **W3** to use independent spelling strategies, including: • building up spellings by syllabic parts, using known prefixes, suffixes and common letter strings; • applying knowledge of spelling rules and exceptions; • building words from other known words, and from awareness of the meaning or derivations of words; • using dictionaries and IT spell-checks; • using visual skills, e.g. recognising common letter strings and checking critical features (i.e. does it look right, shape, length, etc.); **W4** to spell unstressed vowels in polysyllabic words, e.g. company, portable, poisonous interest description, carpet, sector, freedom, extra, etc.; (*Spelling bank* p.52) **W10** to understand how words can be formed from longer words, e.g. through the omission of letters - *o'clock, Hallowe'en*; through omission of prefixes - *(omni)bus, (tele)phone, (aero)plane*; through the use of acronyms – *radar, CD.*
Suggested speaking and listening emphases • Discuss and evaluate the effectiveness of examples of writing which is designed to persuade. • Discuss facts and opinions found in persuasive writing.		

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Year 6 medium-term plans

Year 6 Term ____

	Unit	Text	Sentence	Word	Wk	Text(s)	Suggested outcome(s)	Cross-curricular links (where appropriate)
1								
2								
3								
4								
5								
6								

Notes:

-
-
-

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Year 6 Term 1

Unit	Text level	Sentence level	Word level	Wk	Text(s)	Suggested outcome(s)
Poetry	3, 4, 5, 10	1 (*GfW* 44)	i) 1, 2, 3 ii) 5 (*SB* p.58) iii) 7	2	• Work of two poets	• Poems • Presentation
Narrative writing 1	7	1, 5	i) 1, 2, 3 ii) 4 iii) -	2	• Class novel and extracts	• Narrative
Media/plays	1, 2, 6, 9	6 (*GfW* 47)	i) 1, 2, 3 ii) 4 iii) 9	2	• Class novel and video version	• Narrative • Scene
Journalistic	8, 12, 15, 16, 18	1 (*GfW* 44), 4 (*GfW* 46)	i) 1, 2, 3 ii) 6 (*SB* p.59) iii) 8	2	• Curriculum subject/current events	• Newspaper articles
Narrative writing 2	7	1, 4, 5	i) 1, 2, 3 ii) 6 iii) -	3	• Class novel and extracts	• Two narratives
Biography/autobiography	3, 4, 5, 11, 14	5 (*GfW* 47)	i) 1, 2, 3 ii) 5 iii) 10	2	• Biography/curriculum autobiography	• Biographical/autobiographical writing
Reports	13, 17	2, 3 (*GfW* 45)	i) 1, 2, 3 ii) 4 iii) -	2	• Curriculum subject	• Report

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Year 6 Term 1

Poetry **Duration:** 2 weeks	**Text(s)** • Work of two poets	**Suggested outcome(s)** ▪ Poems ▪ Presentation
Text level objectives	**Sentence level objectives**	**Word level objectives**
T3 to articulate personal responses to literature, identifying why and how a text affects the reader; **T4** to be familiar with the work of some established authors, to know what is special about their work, and to explain their preferences in terms of authors, styles and themes; **T5** to contribute constructively to shared discussion about literature, responding to and building on the views of others; **T10** to write own poems, experimenting with active verbs and personification; produce revised poems for reading aloud individually.	**S1** to revise from Y5: • the different word classes, e.g. prepositions; • re-expressing sentences in a different order; • the construction of complex sentences; • the conventions of standard English; • adapting texts for particular readers and purposes.(*Grammar for writing* Unit 44)	**W1** to identify mis-spelt words in own writing; to keep individual lists (e.g. spelling logs); to learn to spell them; **W2** to use known spellings as a basis for spelling other words with similar patterns or related meanings; **W3** to use independent spelling strategies, including: • building up spellings by syllabic parts, using known prefixes, suffixes and common letter strings; • applying knowledge of spelling rules and exceptions; • building words from other known words, and from awareness of the meaning or derivations of words; • using dictionaries and IT spell-checks; • using visual skills, e.g. recognising common letter strings and checking critical features (i.e. does it look right, shape, length, etc.); **W5** to use word roots, prefixes and suffixes as a support for spelling, e.g. aero, aqua, audi, bi, cede, clude, con, cred, duo, log(o)(y), hyd(ro)(ra), in, micro, oct, photo, port, prim, scribe, scope, sub, tele, tri, ex; (*Spelling bank* p.58) **W7** to understand how words and expressions have changed over time, e.g. old verb endings -st and -th and how some words have fallen out of use, e.g. yonder, thither.
Suggested speaking and listening emphases • Listen attentively, respond to and build on the views of others in revising poems for reading aloud. • Present revised poem to a known audience of peers. • Discuss and explain personal responses to poetry, drawing on evidence from the text.		

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Year 6 Term 1

Narrative writing 1 **Duration:** 2 weeks	**Text(s)** • Class novel and extracts	Suggested outcome(s) • Narrative
Text level objectives	**Sentence level objectives**	**Word level objectives**
T7 to plan quickly and effectively the plot, characters and structure of their own narrative writing.	**S1** to revise from Y5: • the different word classes, e.g. prepositions; • re-expressing sentences in a different order; • the construction of complex sentences; • the conventions of standard English; • adapting texts for particular readers and purposes; **S5** to form complex sentences through, e.g.: • using different connecting devices; • reading back complex sentences for clarity of meaning, and adjusting as necessary; • evaluating which links work best; • exploring how meaning is affected by the sequence and structure of clauses.	**W1** to identify mis-spelt words in own writing; to keep individual lists (e.g. spelling logs); to learn to spell them; **W2** to use known spellings as a basis for spelling other words with similar patterns or related meanings; **W3** to use independent spelling strategies, including: • building up spellings by syllabic parts, using known prefixes, suffixes and common letter strings; • applying knowledge of spelling rules and exceptions; • building words from other known words, and from awareness of the meaning or derivations of words; • using dictionaries and IT spell-checks; • using visual skills, e.g. recognising common letter strings and checking critical features (i.e. does it look right, shape, length, etc.); **W4** revise and extend work on spelling patterns for unstressed vowels in polysyllabic words from Year 5 Term 3.
Suggested speaking and listening emphases • Use appropriate terminology when discussing understanding of plot, character and narrative structure during the planning process. • Use talk to edit writing, focusing on clarifying meaning of complex sentences.		

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Year 6 Term 1

Media/plays **Duration**: 2 weeks	**Text(s)** • Class novel and video version	**Suggested outcome(s)** • Narrative • Scene
Text level objectives	**Sentence level objectives**	**Word level objectives**
T1 to compare and evaluate a novel or play in print and the film/TV version, e.g. treatment of the plot and characters, the differences in the two forms, e.g. in seeing the setting, in losing the narrator; **T2** to take account of viewpoint in a novel through, e.g.: • identifying the narrator; • explaining how this influences the reader's view of events; • explaining how events might look from a different point of view; **T6** to manipulate narrative perspective by: • writing in the voice and style of a text; • producing a modern retelling; • writing a story with two different narrators; **T9** to prepare a short section of story as a script, e.g. using stage directions, location/setting.	**S6** to secure knowledge and understanding of more sophisticated punctuation marks: • colon; • semi-colon; • parenthetic commas, dashes, brackets. *(Grammar for writing* Unit 47)	**W1** to identify mis-spelt words in own writing; to keep individual lists (e.g. spelling logs); to learn to spell them; **W2** to use known spellings as a basis for spelling other words with similar patterns or related meanings; **W3** to use independent spelling strategies, including: • building up spellings by syllabic parts, using known prefixes, suffixes and common letter strings; • applying knowledge of spelling rules and exceptions; • building words from other known words, and from awareness of the meaning or derivations of words; • using dictionaries and IT spell-checks; • using visual skills, e.g. recognising common letter strings and checking critical features (i.e. does it look right, shape, length, etc.); **W4** revise and extend work on spelling patterns for unstressed vowels in polysyllabic words from Year 5 term 3; **W9** to understand how new words have been added to the language, e.g. *trainers, wheelie*.
Suggested speaking and listening emphases • Describe the treatment of the same text in print and on screen. • Comment on and make judgements about the different impact of print and screen versions. • Take on the role of a character to explain events from a different point of view. • Perform a short section of a short story re-written as a scripted scene.		

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Year 6 Term 1

Journalistic **Duration:** 2 weeks	**Text(s)** • Curriculum subject/current events	Suggested outcome(s) • Newspaper article
Text level objectives	**Sentence level objectives**	**Word level objectives**
T8 to summarise a passage, chapter or text in a specified number of words; **T12** to comment critically on the language, style, success of examples of non-fiction such as periodicals, reviews, reports, leaflets; **T15** to develop a journalistic style through considering: • balanced and ethical reporting; • what is of public interest in events; • the interest of the reader; • selection and presentation of information; **T16** to use the styles and conventions of journalism to report on e.g. real or imagined events; **T18** to use IT to plan, revise, edit writing to improve accuracy and conciseness and to bring it to publication standard, e.g. through compiling a class newspaper, paying attention to accuracy, layout and presentation.	**S1** to revise from Y5: • the different word classes, e.g. prepositions; • re-expressing sentences in a different order; • the construction of complex sentences; • the conventions of standard English; • adapting texts for particular readers and purposes; (*Grammar for writing* Unit 44) **S4** to investigate connecting words and phrases: • collect examples from reading and thesauruses; • study how points are typically connected in different kinds of text; • classify useful examples for different kinds of text -for example, by position *(besides, nearby, by)*; sequence (*firstly, secondly...)*; logic (*therefore, so, consequently*); • identify connectives which have multiple purposes (e.g. *on, under, besides*). (*Grammar for writing* Unit 46)	**W1** to identify mis-spelt words in own writing; to keep individual lists (e.g. spelling logs); to learn to spell them; **W2** to use known spellings as a basis for spelling other words with similar patterns or related meanings; **W3** to use independent spelling strategies, including: • building up spellings by syllabic parts, using known prefixes, suffixes and common letter strings; • applying knowledge of spelling rules and exceptions; • building words from other known words, and from awareness of the meaning or derivations of words; • using dictionaries and IT spell-checks; • using visual skills, e.g. recognising common letter strings and checking critical features (i.e. does it look right, shape, length, etc.); **W6** to investigate meanings and spellings of connectives: *therefore, notwithstanding, furthermore,* etc.; link to sentence level work on connectives; (*Spelling bank* p.59) **W8** to research the origins of proper names, e.g. place names such as *-borough* or *-chester,* surnames such as *Donaldson, O'Donnell* and *MacDonald,* the days of the week, months of the year, names of products, e.g. models of cars, names of sportswear, names of newspapers.
Suggested speaking and listening emphases • Use talk to explore and identify the styles and conventions of journalism. • Summarise and present succinctly the main points of a report for a known audience in the style of a radio or television journalist. • Comment constructively on the writing of others to support planning, revising and editing.		

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Year 6 Term 1

Narrative writing 2 **Duration:** 3 weeks	**Text(s)** ▪ Class novel and extracts	**Suggested outcome(s)** ▪ Two narratives
Text level objectives	**Sentence level objectives**	**Word level objectives**
T7 to plan quickly and effectively the plot, characters and structure of their own narrative writing.	**S1** to revise from Y5: • the different word classes, e.g. prepositions; • re-expressing sentences in a different order; • the construction of complex sentences; • the conventions of standard English; • adapting texts for particular readers and purposes; **S4** to investigate connecting words and phrases: • collect examples from reading and thesauruses; • study how points are typically connected in different kinds of text; • classify useful examples for different kinds of text-for example, by position (*besides, nearby, by*); sequence (*firstly, secondly...*); logic (*therefore, so, consequently*); • identify connectives which have multiple purposes (e.g. *on, under, besides*); **S5** to form complex sentences through, e.g.: • using different connecting devices; • reading back complex sentences for clarity of meaning, and adjusting as necessary; • evaluating which links work best; • exploring how meaning is affected by the sequence and structure of clauses.	**W1** to identify mis-spelt words in own writing; to keep individual lists (e.g. spelling logs); to learn to spell them; **W2** to use known spellings as a basis for spelling other words with similar patterns or related meanings; **W3** to use independent spelling strategies, including: • building up spellings by syllabic parts, using known prefixes, suffixes and common letter strings; • applying knowledge of spelling rules and exceptions; • building words from other known words, and from awareness of the meaning or derivations of words; • using dictionaries and IT spell-checks; • using visual skills, e.g. recognising common letter strings and checking critical features (i.e. does it look right, shape, length, etc.); **W6** to investigate meanings and spellings of connectives: *therefore, notwithstanding, furthermore*, etc.; link to sentence level work on connectives.
Suggested speaking and listening emphases • Use appropriate terminology when discussing plot, character and narrative structure during the planning process. • Discuss how events in a planned story can be linked using connecting words and phrases.		

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Year 6 Term 1

Biography/autobiography **Duration:** 2 weeks	**Text(s)** • Biography/curriculum autobiography	**Suggested outcome(s)** • Biographical/autobiographical writing
Text level objectives	**Sentence level objectives**	**Word level objectives**
T3 to articulate personal responses to literature, identifying why and how a text affects the reader; **T4** to be familiar with the work of some established authors, to know what is special about their work, and to explain their preferences in terms of authors, styles and themes; **T5** to contribute constructively to shared discussion about literature, responding to and building on the views of others; **T11** to distinguish between biography and autobiography: • recognising the effect on the reader of the choice between first and third person; • distinguishing between fact, opinion and fiction; • distinguishing between implicit and explicit points of view and how these can differ; **T14** to develop the skills of biographical and autobiographical writing in role, adopting distinctive voices, e.g. of historical characters through, e.g.: • preparing a CV • composing a biographical account based on research; • describing a person from different perspectives, e.g. police; • description, school report, newspaper obituary.	**S5** to form complex sentences through, e.g.: • using different connecting devices; • reading back complex sentences for clarity of meaning, and adjusting as necessary; • evaluating which links work best; • exploring how meaning is affected by the sequence and structure of clauses. (*Grammar for writing* Unit 47)	**W1** to identify mis-spelt words in own writing; to keep individual lists (e.g. spelling logs); to learn to spell them; **W2** to use known spellings as a basis for spelling other words with similar patterns or related meanings; **W3** to use independent spelling strategies, including: • building up spellings by syllabic parts, using known prefixes, suffixes and common letter strings; • applying knowledge of spelling rules and exceptions; • building words from other known words, and from awareness of the meaning or derivations of words; • using dictionaries and IT spell-checks; • using visual skills, e.g. recognising common letter strings and checking critical features (i.e. does it look right, shape, length, etc.); **W5** to use word roots, prefixes and suffixes as a support for spelling, e.g. *aero, aqua, audi, bi, cede, clude, con, cred, duo, log(o)(y), hyd(ro)(ra), in, micro, oct, photo, port, prim, scribe, scope, sub, tele, tri, ex;* **W10** to understand the function of the etymological dictionary, and use it to study words of interest and significance.

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Biography/Autobiography (continued) **Duration:** 2 weeks	**Text(s)** • Biography/curriculum autobiography	**Suggested outcome(s)** • Biographical/autobiographical writing
Text level objectives	**Sentence level objectives**	**Word level objectives**
Suggested speaking and listening emphases • In discussion about literature, consider the opinions of others. • Listen for and contribute to discussion of the distinguishing features of auto/biography. • Use talk as a vehicle for clarifying ideas during research for biography/autobiography • Adopt the voice of the subject of the autobiography or biography in role.		

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Year 6 Term 1

Reports **Duration:** 2 weeks	**Text(s)** • Curriculum subject	**Suggested outcome(s)** • Report
Text level objectives	**Sentence level objectives**	**Word level objectives**
T13 to secure understanding of the features of non-chronological reports: • introductions to orientate reader; • use of generalisations to categorise; • language to describe and differentiate; • impersonal language; • mostly present tense; **T17** to write non-chronological reports linked to other subjects.	**S2** to revise earlier work on verbs and to understand the terms *active* and *passive*; being able to transform a sentence from active to passive, and vice versa; **S3** to note and discuss how changes from active to passive affect the word order and sense of a sentence. (*Grammar for writing* Unit 45)	**W1** to identify mis-spelt words in own writing; to keep individual lists (e.g. spelling logs); to learn to spell them; **W2** to use known spellings as a basis for spelling other words with similar patterns or related meanings; **W3** to use independent spelling strategies, including: • building up spellings by syllabic parts, using known prefixes, suffixes and common letter strings; • applying knowledge of spelling rules and exceptions; • building words from other known words, and from awareness of the meaning or derivations of words; • using dictionaries and IT spell-checks; • using visual skills, e.g. recognising common letter strings and checking critical features (i.e. does it look right, shape, length, etc.); **W4** revise and extend work on spelling patterns for unstressed vowels in polysyllabic words from Year 5 Term 3.
Suggested speaking and listening emphases • Revise and articulate the typical features of non-chronological reports. • Use terminology of report writing when acting as a response partner during the writing process.		

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Year 6 Term 2

Unit	Text level	Sentence level	Word level	Wk	Text(s)	Suggested outcome(s)
Poetry	3, 4, 5, 6, 9		i) 1, 2, 3 ii) - iii) -	1	• Range of forms	• Interpretation of poems
Narrative 1	1, 7, 11, 13	3 (*GfW* 47)	i) 1, 2, 3 ii) 5 iii) 6	2	• Class novel and extracts	• Narrative
Argument	15, 16, 18, 19	5 (*GfW* 51)	i) 1, 2, 3 ii) 4 iii) 8	2	• Balanced reports	• Debate • Persuasive and discursive text
Narrative 2	2 (*GfW* 52), 8, 9, 10, 12, 14	3 (*GfW* 47)	i) 1, 2, 3 ii) 5 iii) 7	3	• Class novel and extracts	• Two narratives
Formal	17, 20	1 (*GfW* 48), 2 (*GfW* 49), 4 (*GfW* 50)	i) 1, 2, 3 ii) 4 iii) -	2	• Examples of 'formal' writing and presentation	• 'Official' document

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Year 6 Term 2

Poetry **Duration:** 1 week	**Text(s)** • Range of forms	**Suggested outcome(s)** • Interpretation of poems
Text level objectives	**Sentence level objectives**	**Word level objectives**
T3 to recognise how poets manipulate words: • for their quality of sound, e.g. rhythm, rhyme, assonance; • for their connotations; • for multiple layers of meaning, e.g. through figurative language, ambiguity; **T4** to investigate humorous verse: • how poets play with meanings; • nonsense words and how meaning can be made of them; • where the appeal lies; **T5** to analyse how messages, moods, feelings and attitudes are conveyed in poetry; **T6** to read and interpret poems in which meanings are implied or multi-layered; to discuss, interpret challenging poems with others; **T9** to increase familiarity with significant poets and writers of the past.		**W1** to identify mis-spelt words in own writing; to keep individual lists (e.g. spelling logs); to learn to spell them; **W2** to use known spellings as a basis for spelling other words with similar patterns or related meanings; **W3** to use independent spelling strategies, including: • building up spellings by syllabic parts, using known prefixes, suffixes and common letter strings; • applying knowledge of spelling rules and exceptions; • building words from other known words, and from awareness of the meaning or derivations of words; • using dictionaries and IT spell-checks; • using visual skills, e.g. recognising common letter strings and checking critical features (i.e. does it look right, shape, length, etc.).
Suggested speaking and listening emphases • Use talk to clarify ideas, question understanding and explore meanings raised in discussion of poems. • Show different interpretations of multi-layered poems through intonation and pace when reading aloud. • Discuss the work of significant poets from the past.		

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Year 6 Term 2

Narrative 1 **Duration:** 2 weeks	**Text(s)** • Class novel and extracts	**Suggested outcome(s)** • Narrative
Text level objectives	**Sentence level objectives**	**Word level objectives**
T1 to understand aspects of narrative structure, e.g.: • how chapters in a book (or paragraphs in a short story or chapter) are linked together; • how authors handle time, e.g. flashbacks, stories within stories, dreams; • how the passing of time is conveyed to the reader; **T7** to identify the key features of different types of literary text, e.g. stock characters, plot structure, and how particular texts conform, develop or undermine the type, e.g. through parody; **T11** to write own story using, e.g. flashbacks or a story within a story to convey the passing of time; **T13** parody a literary text, describing stock characters and plot structure, language, etc.	**S3** to revise work on complex sentences: • identifying main clauses; • ways of connecting clauses; • constructing complex sentences; • appropriate use of punctuation. (*Grammar for writing* Unit 47)	**W1** to identify mis-spelt words in own writing; to keep individual lists (e.g. spelling logs); to learn to spell them; **W2** to use known spellings as a basis for spelling other words with similar patterns or related meanings; **W3** to use independent spelling strategies, including: • building up spellings by syllabic parts, using known prefixes, suffixes and common letter strings; • applying knowledge of spelling rules and exceptions; • building words from other known words, and from awareness of the meaning or derivations of words; • using dictionaries and IT spell-checks; • using visual skills, e.g. recognising common letter strings and checking critical features (i.e. does it look right, shape, length, etc.); **W5** to extend work on word origins and derivations from previous term. Use personal reading, a range of dictionaries and previous knowledge to investigate words with common prefixes, suffixes, word roots; **W6** collect and explain the meanings and origins of proverbs, e.g. *a rolling stone gathers no moss, familiarity breeds contempt*, -referring to dictionaries of proverbs and other reference sources.
Suggested speaking and listening emphases • Generate questions to analyse how authors handle time in narrative. • Answer questions drawing on relevant evidence or reasons. • Explore aspects of narrative structure (dream sequences, flashbacks, stories within stories) through role-play.		

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Year 6 Term 2

Argument **Duration:** 2 weeks	**Text(s)** • Balanced reports	**Suggested outcome(s)** • Debate • Persuasive and discursive text
Text level objectives	**Sentence level objectives**	**Word level objectives**
T15 to recognise how arguments are constructed to be effective, through, e.g.: • the expression, sequence and linking of points; • the provision of persuasive examples, illustrations and evidence; • pre-empting or answering potential objections; • appealing to the known views and feelings of the audience; **T16** to identify the features of balanced written arguments which, e.g.: • summarise different sides of an argument; • clarify the strengths and weaknesses of different positions; • signal personal opinion clearly; **T18** to construct effective arguments: • developing a point logically and effectively; • supporting and illustrating points persuasively; • anticipating possible objections; • harnessing the known views, interests and feelings of the audience; • tailoring the writing to formal presentation where appropriate; **T19** to write a balanced report of a controversial issue: • summarising fairly the competing views; • analysing strengths and weaknesses of different positions.	**S5** to use reading to: • investigate conditionals, e.g. using if ...then, might, could, would, and their uses, e.g. in deduction, speculation, supposition; • use these forms to construct sentences which express, e.g. possibilities, hypotheses; • explore use of conditionals in past and future, experimenting with transformations, discussing effects, e.g. speculating about possible causes (past) reviewing a range of options and their outcomes (future). (*Grammar for writing* Unit 51)	**W1** to identify mis-spelt words in own writing; to keep individual lists (e.g. spelling logs); to learn to spell them; **W2** to use known spellings as a basis for spelling other words with similar patterns or related meanings; **W3** to use independent spelling strategies, including: • building up spellings by syllabic parts, using known prefixes, suffixes and common letter strings; • applying knowledge of spelling rules and exceptions; • building words from other known words, and from awareness of the meaning or derivations of words; • using dictionaries and IT spell-checks; • using visual skills, e.g. recognising common letter strings and checking critical features (i.e. does it look right, shape, length, etc.); **W4** to revise and consolidate work from previous four terms with particular emphasis on: • learning and inventing spelling rules; • inventing and using mnemonics for irregular or difficult spellings; • unstressed vowel spellings in polysyllabic words; W8 to build a bank of useful terms and phrases for argument, e.g. *similarly... whereas....*

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Argument (continued) **Duration:** 2 weeks	**Text(s)** • Balanced reports	**Suggested outcome(s)** • Debate • Persuasive and discursive text
Text level objectives	**Sentence level objectives**	**Word level objectives**
Suggested speaking and listening emphases: • Listen to and appreciate/acknowledge the point of view of another; • Work collaboratively to construct an effective argument; • Participate in a class debate, constructing and arguing a case, using the formal language of argument with a clear structure (opening premise, arguments to substantiate and conclusion).		

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Year 6 Term 2

Narrative 2 **Duration:** 3 weeks	**Text(s)** • Class novel and extracts	**Suggested outcome(s)** • Two narratives
Text level objectives	**Sentence level objectives**	**Word level objectives**
T2 to analyse how individual paragraphs are structured in writing, e.g. comments sequenced to follow the shifting thoughts of a character, examples listed to justify a point and reiterated to give it force; (*Grammar for writing* Unit 52) **T8** to analyse the success of texts and writers in evoking particular responses in the reader, e.g. where suspense is well-built; **T9** to increase familiarity with significant poets and writers of the past; **T10** to use different genres as models to write, e.g. short extracts, sequels, additional episodes, alternative endings, using appropriate conventions, language; **T12** to study in depth one genre and produce an extended piece of similar writing, e.g. for inclusion in a class anthology; to plan, revise, re-draft this and bring to presentational standard, e.g. layout, paragraphing, accuracy of punctuation and spelling, handwriting/printing; **T14** to write commentaries or summaries crediting views expressed by using expressions such as *'The writer says that...'*.	**S3** to revise work on complex sentences: • identifying main clauses; • ways of connecting clauses; • constructing complex sentences; • appropriate use of punctuation; (*Grammar for writing* Unit 47)	**W1** to identify mis-spelt words in own writing; to keep individual lists (e.g. spelling logs); to learn to spell them; **W2** to use known spellings as a basis for spelling other words with similar patterns or related meanings; **W3** to use independent spelling strategies, including: • building up spellings by syllabic parts, using known prefixes, suffixes and common letter strings; • applying knowledge of spelling rules and exceptions; • building words from other known words, and from awareness of the meaning or derivations of words; • using dictionaries and IT spell-checks; • using visual skills, e.g. recognising common letter strings and checking critical features (i.e. does it look right, shape, length, etc.); **W5** to extend work on word origins and derivations from previous term. Use personal reading, a range of dictionaries and previous knowledge to investigate words with common prefixes, suffixes, word roots; **W7** to understand that the meanings of words change over time, e.g. through investigating such words as *nice, presently, without*.
Suggested speaking and listening emphases • Use discussion to develop own understanding and to formulate ideas about how writers evoke response. • Use talk to clarify and organise ideas during the process of planning, drafting, editing, revising and presenting a piece of extended writing.		

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Year 6 Term 2

Formal **Duration:** 2 weeks	**Text(s)** • Examples of 'formal' writing and presentation	**Suggested outcome(s)** • 'Official' document
Text level objectives	**Sentence level objectives**	**Word level objectives**
T17 to read and understand examples of official language and its characteristic features, e.g. through discussing consumer information, legal documents, layouts, use of footnotes, instructions, parentheses, headings, appendices and asterisks; **T20** to discuss the way standard English varies in different contexts, e.g. why legal language is necessarily highly formalised, why questionnaires must be specific.	**S1** to investigate further the use of active and passive verbs: • secure the use of the terms active and passive; • know how sentences can be re-ordered by changing from one to the other; • identify examples of active and passive verbs in texts; • experiment in transformation from active to passive and vice-versa and study the impact of this on meaning; • consider how the passive voice can conceal the agent of a sentence, e.g. *the chicks were kept in an incubator*; (*Grammar for writing* Unit 48) **S2** to understand features of formal official language through, e.g.: • collecting and analysing examples, discussing when and why they are used; • noting the conventions of the language, e.g. use of the impersonal voice, imperative verbs, formal vocabulary; • collecting typical words and expressions, e.g. *'those wishing to...', 'hereby...', 'forms may be obtained...'*; (*Grammar for writing* Unit 49) **S4** to revise work on contracting sentences: • summary; • note-making; • editing. (*Grammar for writing* Unit 50)	**W1** to identify mis-spelt words in own writing; to keep individual lists (e.g. spelling logs); to learn to spell them; **W2** to use known spellings as a basis for spelling other words with similar patterns or related meanings; **W3** to use independent spelling strategies, including: • building up spellings by syllabic parts, using known prefixes, suffixes and common letter strings; • applying knowledge of spelling rules and exceptions; • building words from other known words, and from awareness of the meaning or derivations of words; • using dictionaries and IT spell-checks; • using visual skills, e.g. recognising common letter strings and checking critical features (i.e. does it look right, shape, length, etc.); **W4** to revise and consolidate work from previous four terms with particular emphasis on: • learning and inventing spelling rules; • inventing and using mnemonics for irregular or difficult spellings; • unstressed vowel spellings in polysyllabic words.
Suggested speaking and listening emphases • Extend spoken repertoire by experimenting with the use of Standard English in formal/official contexts. • Identify and discuss the characteristic features of formal Standard English. • Listen to a reading from formal text and evaluate whether it reads aloud well, commenting on language use.		

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Year 6 Term 2

Before the KS2 tests

Unit	Text level	Sentence level	Word level	Wk	Text(s)	Suggested outcome(s)
Reading and writing narrative	7, 18, 21	3	i) 1, 2, 3 ii) 4 iii) -	2	• Short stories	• Test practice in reading and writing narrative
Poetry	4		i) 1, 2, 3 ii) 4 iii) -	1	• Poems	• Test practice in reading poetry
Reading and writing non-fiction	15, 19, 22	1	i) 1, 2, 3 ii) 4 iii) -	2	• Non-fiction texts	• Test practice in reading and writing non-fiction

After the KS2 tests

Unit	Text level	Sentence level	Word level	Wk	Text(s)	Suggested outcome(s)
Poetry	2, 3, 13		i) 1, 2, 3 ii) 4 iii) 6, 7	1	• Work by significant poets	• Sequence of poems
Authors and texts	1, 5, 6, 8, 9, 12	2 (*GfW* 54), 4	i) 1, 2, 3 ii) 4 iii) 5, 6	2	• Class novel; work by significant authors (same theme)	• Reading journal
Extended narrative	10, 11, 14	4	i) 1, 2, 3 ii) 4 iii) 7	3	• Class novel and extracts	• Extended narrative
Impersonal writing	16, 17, 20	3	i) 1, 2, 3 ii) 4 iii) -	2	• Explanations, reports, reference texts	• Formal report

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Year 6 Term 3 (before the KS2 tests)

Reading and writing narrative **Duration:** 2 weeks	**Text(s)** • Short stories	**Suggested outcome(s)** • Test practice in reading and writing narrative
Text level objectives	**Sentence level objectives**	**Word level objectives**
T7 to annotate passages in detail in response to specific questions; **T18** to secure the skills of skimming, scanning and efficient reading so that research is fast and effective; **T21** to divide whole texts into paragraphs, paying attention to the sequence of paragraphs and to the links between one paragraph and the next, e.g. through the choice of appropriate connectives.	**S3** to revise formal styles of writing: • the impersonal voice; • the use of the passive; • management of complex sentences.	**W1** to identify mis-spelt words in own writing; to keep individual lists (e.g. spelling logs); to learn to spell them; **W2** to use known spellings as a basis for spelling other words with similar patterns or related meanings; **W3** to use independent spelling strategies, including: • building up spellings by syllabic parts, using known prefixes, suffixes and common letter strings; • applying knowledge of spelling rules and exceptions; • building words from other known words, and from awareness of the meaning or derivations of words; • using dictionaries and IT spell-checks; • using visual skills, e.g. recognising common letter strings and checking critical features (i.e. does it look right, shape, length, etc.); **W4** to revise and consolidate work from previous five terms with particular emphasis on: • learning and inventing spelling rules; • inventing and using mnemonics for irregular or difficult spellings; • unstressed vowel spellings in polysyllabic words.
Suggested speaking and listening emphases • Use talk to analyse questions and anticipate and formulate responses. • Reflect on strategies used to answer questions. • Explore alternative connectives linking a text and evaluate their impact.		

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Year 6 Term 3 (before the KS2 tests)

Poetry **Duration:** 1 week	**Text(s)** • Poems	**Suggested outcome(s)** • Test practice in reading poetry
Text level objectives	**Sentence level objectives**	**Word level objectives**
T4 to comment critically on the overall impact of a poem, showing how language and themes have been developed. **Suggested speaking and listening emphases** • Collaborate to generate questions to interrogate the themes of a poem. • Comment critically on the impact of the language of a poem.		**W1** to identify mis-spelt words in own writing; to keep individual lists (e.g. spelling logs); to learn to spell them; **W2** to use known spellings as a basis for spelling other words with similar patterns or related meanings; **W3** to use independent spelling strategies, including: • building up spellings by syllabic parts, using known prefixes, suffixes and common letter strings; • applying knowledge of spelling rules and exceptions; • building words from other known words, and from awareness of the meaning or derivations of words; • using dictionaries and IT spell-checks; • using visual skills, e.g. recognising common letter strings and checking critical features (i.e. does it look right, shape, length, etc.); **W4** to revise and consolidate work from previous five terms with particular emphasis on: • learning and inventing spelling rules; • inventing and using mnemonics for irregular or difficult spellings; • unstressed vowel spellings in polysyllabic words.

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Year 6 Term 3 (before the KS2 tests)

Reading and writing non-fiction **Duration:** 2 weeks	**Text(s)** • Non-fiction texts	**Suggested outcome(s)** • Test practice in reading and writing non-fiction
Text level objectives	**Sentence level objectives**	**Word level objectives**
T15 to secure understanding of the features of explanatory texts from Year 5 Term 2; **T19** to review a range of non-fiction text types and their characteristics, discussing when a writer might choose to write in a given style and form; **T22** to select the appropriate style and form to suit a specific purpose and audience, drawing on knowledge of different non-fiction text types.	**S1** to revise the language conventions and grammatical features of the different types of text such as: • narrative (e.g. stories and novels); • recounts (e.g. anecdotes, accounts of observations, experiences); • instructional texts (e.g. instructions and directions); • reports (e.g. factual writing, description) ; • explanatory texts (how and why); • persuasive texts (e.g. opinions, promotional literature) • discursive texts (e.g. balanced arguments).	**W1** to identify mis-spelt words in own writing; to keep individual lists (e.g. spelling logs); to learn to spell them; **W2** to use known spellings as a basis for spelling other words with similar patterns or related meanings; **W3** to use independent spelling strategies, including: • building up spellings by syllabic parts, using known prefixes, suffixes and common letter strings; • applying knowledge of spelling rules and exceptions; • building words from other known words, and from awareness of the meaning or derivations of words; • using dictionaries and IT spell-checks; • using visual skills, e.g. recognising common letter strings and checking critical features (i.e. does it look right, shape, length, etc.); **W4** to revise and consolidate work from previous five terms with particular emphasis on: • learning and inventing spelling rules; • inventing and using mnemonics for irregular or difficult spellings; • unstressed vowel spellings in polysyllabic words.
Suggested speaking and listening emphases • Orally review characteristics of an explanatory text, discussing the purpose of each. • Discuss what influences a writer to choose to write in a given style and form. • Analyse questions and anticipate and formulate responses. • Reflect on strategies used to answer questions.		

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Year 6 Term 3 (after the KS2 tests)

Poetry **Duration:** 1 week	**Text(s)** • Work by significant poets	**Suggested outcome(s)** • Sequence of poems
Text level objectives	**Sentence level objectives**	**Word level objectives**
T2 to discuss how linked poems relate to one another by themes, format and repetition, e.g. cycle of poems about the seasons; **T3** to describe and evaluate the style of an individual poet; **T13** to write a sequence of poems linked by theme or form, e.g. a haiku calendar.		**W1** to identify mis-spelt words in own writing; to keep individual lists (e.g. spelling logs); to learn to spell them; **W2** to use known spellings as a basis for spelling other words with similar patterns or related meanings; **W3** to use independent spelling strategies, including: • building up spellings by syllabic parts, using known prefixes, suffixes and common letter strings; • applying knowledge of spelling rules and exceptions; • building words from other known words, and from awareness of the meaning or derivations of words; • using dictionaries and IT spell-checks; • using visual skills, e.g. recognising common letter strings and checking critical features (i.e. does it look right, shape, length, etc.); **W4** to revise and consolidate work from previous five terms with particular emphasis on: • learning and inventing spelling rules; • inventing and using mnemonics for irregular or difficult spellings; • unstressed vowel spellings in polysyllabic words; **W6** to practise and extend vocabulary, e.g. through inventing word games such as puns, riddles, crosswords; **W7** to experiment with language, e.g. creating new words, similes and metaphors.
Suggested speaking and listening emphases • Describe the key elements of the style of a poet with reference to personal response. • Use discussion to clarify ideas about how linked poems relate to one another, considering similarities and differences.		

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Year 6 Term 3 (after the KS2 tests)

Authors and texts **Duration:** 2 weeks	**Text(s)** • Class novel; work by significant authors (same theme)	**Suggested outcome(s)** • Reading journal
Text level objectives	**Sentence level objectives**	**Word level objectives**
T1 to describe and evaluate the style of an individual writer; **T5** to compare and contrast the work of a single writer; **T6** to look at connections and contrasts in the work of different writers; **T8** to use a reading journal effectively to raise and refine personal responses to a text and prepare for discussion; **T9** to write summaries of books or parts of books, deciding on priorities relevant to purpose; **T12** to compare texts in writing, drawing out: • their different styles and preoccupations; • their strengths and weaknesses; • their different values and appeals to a reader.	**S2** to conduct detailed language investigations through interviews, research and reading, e.g. of proverbs, language change over time, dialect, study of headlines; (*Grammar for writing* Unit 54) **S4** to secure control of complex sentences, understanding how clauses can be manipulated to achieve different effects.	**W1** to identify mis-spelt words in own writing; to keep individual lists (e.g. spelling logs); to learn to spell them; **W2** to use known spellings as a basis for spelling other words with similar patterns or related meanings; **W3** to use independent spelling strategies, including: • building up spellings by syllabic parts, using known prefixes, suffixes and common letter strings; • applying knowledge of spelling rules and exceptions; • building words from other known words, and from awareness of the meaning or derivations of words; • using dictionaries and IT spell-checks; • using visual skills, e.g. recognising common letter strings and checking critical features (i.e. does it look right, shape, length, etc.); **W4** to revise and consolidate work from previous five terms with particular emphasis on: • learning and inventing spelling rules; • inventing and using mnemonics for irregular or difficult spellings; • unstressed vowel spellings in polysyllabic words; **W5** to invent words using known roots, prefixes and suffixes, e.g. *vacca* + *phobe* = someone who has a fear of cows; **W6** to practise and extend vocabulary, e.g. through inventing word games such as puns, riddles, crosswords.
Suggested speaking and listening emphases • Use exploratory talk to compare and contrast texts. • Use reading journals as the basis for a discussion about a shared text. • Contribute to discussion through reasoned and evaluative comments.		

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Year 6 Term 3 (after the KS2 tests)

<table>
<tr><td>Extended narrative
Duration: 3 weeks</td><td>Text(s)
• Class novel and extracts</td><td>Suggested outcome(s)
• Extended narrative</td></tr>
<tr><td>Text level objectives</td><td>Sentence level objectives</td><td>Word level objectives</td></tr>
<tr><td>T10 to write a brief synopsis of a text, e.g. for back cover blurb;
T11 to write a brief helpful review tailored for real audiences;
T14 to write an extended story, worked on over time on a theme identified in reading.</td><td rowspan="2">S4 to secure control of complex sentences, understanding how clauses can be manipulated to achieve different effects.</td><td rowspan="2">W1 to identify mis-spelt words in own writing; to keep individual lists (e.g. spelling logs); to learn to spell them;
W2 to use known spellings as a basis for spelling other words with similar patterns or related meanings;
W3 to use independent spelling strategies, including:
• building up spellings by syllabic parts, using known prefixes, suffixes and common letter strings;
• applying knowledge of spelling rules and exceptions;
• building words from other known words, and from awareness of the meaning or derivations of words;
• using dictionaries and IT spell-checks;
• using visual skills, e.g. recognising common letter strings and checking critical features (i.e. does it look right, shape, length, etc.);
W4 to revise and consolidate work from previous five terms with particular emphasis on:
• learning and inventing spelling rules;
• inventing and using mnemonics for irregular or difficult spellings;
• unstressed vowel spellings in polysyllabic words;
W7 to experiment with language, e.g. creating new words, similes and metaphors.</td></tr>
<tr><td>Suggested speaking and listening emphases
• Collaborate in the writing of a review of a text.
• Present an oral review tailored for a specific audience.
• Act as a response partner during the process of writing an extended narrative.</td></tr>
</table>

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Year 6 Term 3 (after the KS2 tests)

Impersonal writing **Duration:** 2 weeks	**Text(s)** • Explanations, reports, reference texts	**Suggested outcome(s)** • Formal report
Text level objectives	**Sentence level objectives**	**Word level objectives**
T16 to identify the key features of impersonal formal language, e.g. the present tense, the passive voice and discuss when and why they are used; **T17** to appraise a text quickly and effectively; to retrieve information from it; to find information quickly and evaluate its value; **T20** to secure control of impersonal writing, particularly the sustained use of the present tense and the passive voice.	**S3** to revise formal styles of writing: • the impersonal voice; • the use of the passive; • management of complex sentences.	**W1** to identify mis-spelt words in own writing; to keep individual lists (e.g. spelling logs); to learn to spell them; **W2** to use known spellings as a basis for spelling other words with similar patterns or related meanings; **W3** to use independent spelling strategies, including: • building up spellings by syllabic parts, using known prefixes, suffixes and common letter strings; • applying knowledge of spelling rules and exceptions; • building words from other known words, and from awareness of the meaning or derivations of words; • using dictionaries and IT spell-checks; • using visual skills, e.g. recognising common letter strings and checking critical features (i.e. does it look right, shape, length, etc.); **W4** to revise and consolidate work from previous five terms with particular emphasis on: • learning and inventing spelling rules; • inventing and using mnemonics for irregular or difficult spellings; • unstressed vowel spellings in polysyllabic words.
Suggested speaking and listening emphases • Explain and comment on the process of retrieving information from a variety of sources. • Make brief oral appraisals on the likely usefulness of a non-fiction text for a specific purpose. • Share ideas to evaluate the usefulness of information retrieved and the sources used.		

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